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## ABSTRACT

This extensive report presents the recommendations and findings of a study designed to indicate procedures and instruments for a national study of the incidence of runaway. Reported data are from an urban-suburban area and a rural area in Colorado. The report makes specific recommendations concerning the feasibility of using a national probability sample for the purpose of estimating the incidence of running away. Several smaller studies conducted in several carefully selected localities are recommended for collecting detailed information about runaway episodes, runaways and their families. The report also presents incidence estimates, an analysis of user satisfaction with sources of assistance, descriptions of types of runaways and runaway behavior, and global comparisons between runaways and nonrunaways. The social-psychological theories relating to runaway behavior are examined, and the methodology and results of the pilot study are described in detail. (SJL)

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# FINAL REPORT

## The Incidence and Nature of Runaway Behavior

May 30, 1975

for

Department of Health, Education and Welfare

Washington, D. C.

U.S. DEPARTMENT OF HEALTH  
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FINAL REPORT

The Incidence and Nature of Runaway Behavior

for

Department of Health, Education and Welfare

Washington, D.C.

by

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May 30, 1975

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Section 1: Executive Summary

In the following, the recommendations and findings of a study designed to indicate procedures and instruments for a national study of the incidence of runaway are briefly described. The data reported are from an urban-suburban area and a rural area in Colorado.

#### Feasibility

It is suggested that a national probability sample be used solely for the purpose of estimating the incidence of runaway and that it not be used to collect detailed information about runaway episodes, runaways and their families. This latter would be more successfully accomplished by conducting several smaller studies in several carefully chosen localities. The need for a national sample to determine the incidence of runaway is documented by the large number of cases in which runaway is not reported to the police or other official agencies, thus making estimates based on the reported incidence inadequate.

The episodic, social-psychological and services information collected by this study proved to be exceedingly useful in the description and explanation of runaway. Its use in a larger study is thus warranted.

#### Incidence estimates

The estimated incidence of runaway for the geographical areas encompassed by this study are approximately 3.6% of the total youth population and 7.1% of the youth households for episodes which are longer than eight hours in duration or which show serious intent to run away. For episodes of 24 hours or longer these estimates are approximately 1.8% and 3.8%, respectively.

#### Services

The general findings from the analysis of the services data indicate a

medium level of satisfaction by a majority of users with agencies which provide services to runaways and their families. Social Service Agencies, friends and relatives, police and schools are the most frequently used sources of assistance. Of particular interest is the large number of requests on the part of respondents for the provision of affordable family counseling services. Many requests for well advertised runaway shelters were also encountered.

#### Runaway behavior

A majority of the runaway youth have run away only once or twice during the last year. They typically are gone at least overnight with about two thirds returning home within a week. The runaway commonly travels less than 10 miles from home and stays with friends during his absence from home. A majority of runaways return home voluntarily with parents, police, and friends or relatives being the most frequent means of locating those who do not return voluntarily. Arguments with parents and problems at home are the most prevalent reasons given by youth for running away.

Several types of runaway were identified through the analysis of this study. These are outlined below:

#### Low delinquency runaways

- Type 1 Young non-delinquent youth running from high stress family situations.
- Type 2 Middle class "loners". These non-delinquent youth appear to exemplify a "running to" model of runaway. A majority are girls.
- Type 3 Highly "autonomous" older runaways from a loose-knit family situation. Social class is low.

#### High delinquency runaways

- Type 4 Delinquent lower social class runaways. Runaway is embedded in a wide variety of delinquent behaviors.

4

Type 5 Delinquent girls with highly stressful home and school situations and strong peer pressure towards delinquency.

Type 6 Higher social class delinquent with extremely high commitment to peers and high peer delinquency. They have a marked lack of interest in school and a highly rejecting family.

Type 7 Young delinquent boys from highly rejecting families. Strong normative pressure from peers towards delinquent behavior.

While the above types deal with social or psychological classes of run-aways an alternative examination was made of behavior per se.

In examining this behavioral data describing runaway it was found that five generalized models or typical episodes could be described. These are:

1. Spontaneous unplanned episodes: minimal planning, short duration, voluntary return and non-involvement with the police characterize this type.
2. Deliberate successful episodes: deliberate, careful preparation, and lengthy episodes are found here. The police become involved, and here youth tend not to return voluntarily.
3. Temporary 'good time' escapades: Hedonistic 'good times' are reported in this type. They travel to 'fun' places and tend to return voluntarily within a week.
4. Difficult long term escapist episodes: Many girls trying to 'escape' difficult home situations are found here. They intend to leave permanently and usually leave for lengthy duration. They do not generally enjoy the runaway experience, yet at the same time they do not return voluntarily.
5. Temporary escapist episodes from unpleasant home situations: This type is similar to the above (no. 4) except that they clearly intend to stay away only for a few days. They usually go to a friends house and return home within a few days.

In reviewing the above behavioral models it was found that types 1 and 4 were most frequently encountered, i.e., 39% and 35% of the runaway sample respectively.



## Section 2: Background and Statement of Problem

## 2.1 BACKGROUND AND OVERVIEW

To introduce the reader into the background, context, and objectives of the present study we will structure this overview according to the following themes:

Historical context and history of this project

Objectives of the research project

Structure of the present report

### Historical Context

During the middle to late 1960's and on into the 1970's there appears to have been a dramatic increase in the number of juvenile runaways and young transients (Ambrosino, 1971; Suddick, 1973). Many commentators have suggested that this increase has reached "epidemic proportions" (S.A.C., 1974; Newsweek, October 26, 1972; Time, August 27, 1974). Between 1967 and 1972 the FBI statistics on runaways indicate an increase of over 70%. Furthermore it is surmised that arrest statistics are the tip of the iceberg and that they grossly underestimate the full extent of the runaway problem (Shellow, 1967).

This increase in itself would constitute obvious cause for public concern; however, a second factor of an especially serious nature has compounded the problem. The nature of contemporary social conditions in America, and especially urban America, are such that the survival options of the young runaway are extremely limited. Fear of discovery, shortage of money, food and shelter, unavailability of jobs and so on, often force the young person into situations of gross exploitation or victimization. "Street hustles," such as drug-selling, stealing, prostitution, panhandling, and exchange of sexual favor for shelter or food are described as part of the street scene (Bock and English, 1973; Ambrosino, 1971; Bauhmol and Miller, 1974; and others).

Hunger, malnutrition, drug abuse, exploitation and victimization are now seen as characteristic of this segment of American life. The foul revelations of the victimization of young transients from Houston, Texas, in 1973/1974 brought home to many people the dangers to which such young persons were exposed. The full extent and relative incidence of these kinds of experiences and risks remains, however, unknown since to date there has been no systematic study of these issues. There is a compelling need to fill in this serious gap in our knowledge of these aspects of the runaway phenomena.

Increased concern has resulted in new legislation and new funding to provide local services for runaways (see Walker, 1974). While support for local services receives continuing emphasis, it is also the case that the setting of policy and planning for runaways has generated new demands for knowledge about runaways to cover certain critical areas. Walker (1974) has documented some of these critical areas of confusion:

1. Confusion regarding the "definition" of running away
2. Lack of knowledge regarding the actual extent and incidence of running away
3. Confusion regarding the causes of running away and of the special characteristics of runaways and their families

The present study emerges directly from the interaction between planning and policy requirements with the current gaps in knowledge of runaways. The three issues of "confusion" mentioned above are directly interrelated, i.e., it is impossible to measure "incidence" until the definitional problems are solved, and the optimal definition, in turn, would require some knowledge of the special characteristics of runaways.

A request for proposals to work on these problems was issued by HEW through the Office of the Assistant Secretary for Planning and Evaluation (OASPE) on May 3, 1974, with a due date of May 31, 1974. Dr. Tim Brennan wrote the

proposal. The proposal submitted was accepted by HEW with a planned starting date of July 1, 1974.

### Specific Objectives of the Present Research

The objectives of the present research are tied to the problems of finding appropriate definitions of running away and then measuring the incidence of this kind of behavior. The study was designed as a pilot test to examine the feasibility of conducting a larger study on a national basis to assess the incidence of runaway behavior. The following major objectives are the concern of this document:

1. Develop instruments to assess the incidence of runaway behavior
  - A. A short "screener" of 5-10 minutes duration (parents only)
  - B. A longer "in-depth" survey instrument--either interview format or self-administered--to fill out the other behavioral and causal-explanatory information on runaways and their families
2. Check the reliability and validity of these instruments in terms of distinguishing runaways and their families from non-runaways and their families. This would involve testing a sample of known runaways (purposive sample) with the instruments
3. Apply these instruments to a probability sample of families in a given geographical area--one urban and one rural--and provide statistical estimates of the incidence of runaway for this area (the Denver metropolitan area and the rural Northeast of Colorado)
4. Develop an a priori taxonomic scheme for runaways which could clarify and describe different kinds of runaways. (e.g., in terms of motivating features, personal characteristics, age, sex or other relevant variables)

5. Utilize this empirical taxonomic scheme in conjunction with an empirical analysis of the data collected (in 3), to further delineate and clarify the definitional criteria for different types of runaways
6. Obtain police data (or other official data) on numbers of runaways and make comparisons between the sample-derived estimation and the official estimates of the numbers of runaways
7. Provide improved and efficient instruments which might be used in a National Study of Runaways as follows:
  - A. An "optimal" short screener of 5-10 minutes to accurately differentiate between runaway families and non-runaway families
  - B. A slightly shortened "in-depth" instrument which will assess the major behavioral and contextual variables relevant to understanding and defining runaway behavior
8. Document and describe all field procedures in a simple, replicable form
9. Make recommendations to DHEW regarding feasibility and options for a national study of the incidence of runaway behavior.

## Structure of the Present Report

### Section 1: Summary

This is a brief integration of the major project objectives and the major findings with the policy-relevant feasibility recommendations.

### Section 2: Background and Overview

This provides a more elaborate statement of the specific objectives (i.e., feasibility criteria, incidence estimation, comparisons of runaways vs. non-runaways to isolate highly differentiating features, behavioral taxonomy of runaways and the overall theoretical and empirical justification for the choice of variables included within the in-depth instrument).

The theoretical taxonomy of runaways is developed here and a variety of hypotheses concerning the differentiating features of runaways and non-runaways are developed.

### Section 3: Methodology

In this section we document the methods and procedures utilized: questionnaire development, sampling and incidence estimation, feasibility issues, and tests of hypotheses.

### Section 4: Results

All major results are presented in this section, including incidence estimation, reliability and validity assessments of the instruments, findings regarding services, comparisons with official data and so on. The new improved screener and in-depth instruments are also discussed here.

### Section 5: Feasibility and Recommendations

Recommendations regarding the feasibility of a national incidence study, lessons learned while collecting this kind of data, and an assessment of the usefulness of data collected for services are presented in this section.

### Section 6: Conclusion

Here we provide a brief statement of conclusions regarding feasibility and a summary of results.

## 2.2 DESIRED DESCRIPTIVE MEASURES

### Incidence of runaway

The study is designed to provide estimates of the overall incidence of runaway for the two major regions of the study--the urban-suburban portion of the Denver SMSA and rural northeast Colorado. In addition, separate estimates will be given for urban and suburban areas of the Denver SMSA. The estimated incidence will be given as percentages of the youth population and as percentages of youth households which contain a runaway. Confidence intervals for these estimates will be provided.

## Comparison of runaways and non-runaways on various descriptive and explanatory variables

A basic objective of this research is to delineate the more important characteristics of runaways which differentiate them from non-runaways. The delineation of the important characteristics of runaways, the clarification of the definition of runaways and the creation of etiological typologies of runaways are each important precursors to the development of explanations for runaway behavior.

There is a clear necessity to justify the choice of variables for these comparative studies. Briefly, this involved an intensive study of all of the past literature on runaways. The section dealing with general theories (Section 2.3) provides the theoretical base for the choice of many variables which entered the present study. The section dealing with questionnaire development and variables (Section 3.1) provides details on the background research which led to our choice of specific descriptive and explanatory variables.

Briefly, the theoretical framework (Section 2.3) molds all of descriptive and explanatory variables into a complex multi-influence process out of which various "types" of runaways and non-runaways can be hypothesized. Variables describing runaways and non-runaways are included for the following:

- Personal characteristics of the youth
- Home environment
- School environment
- Peer relationships
- Socialization processes

In general, both personal and situational descriptive variables have been included to the extent that they were indicated by the prior research literature and by the theoretical models.



Descriptive Typology: Behavioral classifications to describe runaway episodes

In addition to clarifying the possible etiological and theoretical background to running away, a further requirement of this research project was to provide a behavioral classification of the actual runaway episode. Single

—variables such as

- Time away from home
- Distance travelled
- Mode of transportation
- Delinquent behavior during the episode (theft, drug-taking, etc.)
- Sleeping accommodations

have been used in multivariable analyses designed to provide a classification of runaway episodes. Section 4.4 provides the results of this analysis. This behavioral analysis should clarify the actual behavioral patterns which are exhibited by youth when they run away. We also examine the overlap between the etiological "types" of runaways and the "behavioral models" which stem from the episodic classification.

Other etiological, explanatory and typological work:

As part of this project, the following additional research tasks were included:

a. The development of "most discriminating questions" to separate runners from non-runners

This analysis involves the development of a shorter set of highly efficient discriminator variables to separate runaways from non-runaways. The full battery of variables used in the present study is obviously much too large and time consuming to be used in any larger scale study or in any on-going practical treatment setting. Therefore, a selection of the "most diagnostic" variables is necessary. This shorter set of variables would then form part of a highly efficient screening instrument which would have 5-10 minutes duration and which could be useful in practical or large-scale settings.

b. The examination of multiple or serious runaways compared to single-time runaways

This exercise follows from Shellow's (1967) description of "Multiple" versus "Occasional" runaways. In this section we examine the major discriminating features between multiple runaways and single-time runaways. We further examine the power of the predictor variables in regard to successfully classifying runaways into one of these two classes.

c. An examination of an etiological typology of runaways

The unsophisticated approach to typology construction in the runaway literature and the need for a clearer delineation of the population of runaway youth lead directly to this task.

A theoretically developed "explanatory" typology is initially presented in Section 2.3. This is followed by an exercise to examine the typological structures which actually are embedded in the empirical data (Section 4.7).

All of the major causal and explanatory variables related to running away are included in this search for an empirical typology of runaway youth. The relationship between the empirical typology and the theoretical typology of runaways is then examined.

d. An examination of the levels of delinquent behavior exhibited by runaways (of various kinds) and non-runaways

Part of the overall government interest in runaways relates to the presence or absence of other delinquent behavior. Therefore, an examination has been made of levels of delinquent activity before and during the actual runaway episode.

### 2.3 THEORY AND RATIONALE OF THE SOCIAL-PSYCHOLOGICAL PERSPECTIVES ON RUNAWAY BEHAVIOR

#### Selective review of prior research relevant to the present project

For detailed reviews of the previous literature and research in the runaway field, see Walker (1974), Brennan, Brewington and Walker (1974), Suddick (1973) and Scientific Analysis Corporation (1975). We will deal only with selected aspects of the previous research which are relevant to the purposes of the present study. These are as follows:

1. Lack of a unifying theory
2. Inconsistencies regarding the definition of running away
3. Inconsistent knowledge concerning the special characteristics of runaway youth

#### 1. Lack of a unifying theory: Multiple explanatory perspectives

A review of the runaway literature indicates a serious absence of an overall framework in which common language and common assumptions are utilized. As a result, the field is characterized by an ad hoc mixing of concepts, assumptions, and languages derived from multiple theoretical approaches, e.g., psychiatry, sociology, psychology, criminology, and social work orientations. This mixture of approaches and concepts has magnified the problems of cross-referencing and integrating the findings from different studies and has devalued many other studies. A healthy mixture of loosely defined "lay" terms has also permeated this literature (i.e., hippies, transients runaways, splitters, etc.) and has further magnified the semantic confusion. To derive deductive implications from these works poses extreme problems. Although many studies have been conducted, the problems of integrating their findings into a coherent elaboration and explanation of runaway behavior has not progressed very far. Walker, (1974) in reviewing the runaway literature, writes:

"Without such a comprehensive framework--which does not exist in any of the entries annotated--it is impossible to integrate and/or compare meaningfully, all the findings of the various studies."

In the later sections of this report, the reader will notice that we present an initial attempt to provide an explanatory framework within which to study runaway behavior. This framework attempts to integrate relevant explanatory concepts, theories, and language from sociology, psychology and deviance theories. We adopt this strategy in an attempt to tighten up the language, generality of findings, and hence the definition of the various types of runaway behavior under study.

## 2. Inconsistencies regarding the definition of running away

The term "runaway" is extremely diffuse. A perusal of the literature dealing with runaway behavior indicates dozens of behaviors and definitions subsumed under the same general term. Different researchers and social welfare practitioners have placed vastly different sorts of behavior into the same class. Walker (1974) reviewed 138 articles and books dealing with runaway behavior and noted the confused and inconsistent treatment of this term. Walker noted that not only did very few articles use the same definition, but many did not even define the term at all.

Among the various definitional criteria that appear in those cases where the term is actually defined, the following might be noted:

1. Age (usually an upper limit of 18 is set)
2. Lack of parental permission or consent
3. Entry into official missing persons records
4. Psychological characteristics and ascribed motives for running away
5. Contact with juvenile court
6. Length of time gone (some minimal limit is often set, e.g., 8 hours, 24 hours, 48 hours, overnight, etc.)

7. Place from which the youth has gone (e.g., home, foster home, residential treatment centers, training schools, etc.)
8. The "running away" item in self-reported delinquency checklists (this would imply a purely subjective definition on the part of the youth).
9. A variety of other demographic characteristics such as social class, type of family, inner city or suburban dwelling.

The inconsistencies which characterize inquiry into "runaway youth" have had a number of unfortunate results. These include the following problems:

- There has been no well-defined entity about which hypotheses, experiments, or evaluations can be constructed and tested.
- The multiplicity of overlapping and ad hoc definitions has greatly hindered the integration of results of different studies so that there has been difficulty in meaningfully combining their results.
- Studies of the incidence of running away have resulted in different findings, because differing definitions have been used. Walker (1974) notes that the subjective "catch-all" definitions utilized in the self-reported delinquent behavior item generally gives the highest estimation of incidence. These have been found to range from between 10% to 17% of youth, depending on the age, social class and geographic region of the sample.

3. Inconsistent knowledge regarding the special characteristics of runaway youth.

Given the looseness of the definitional approaches, the general non-quantitative and unsophisticated research methods, and the problems of integrating the findings from different studies, it is not surprising that there is a dearth of reliable knowledge concerning the special characteristics of runaway youth. Walker (1974) concludes that research on the special characteristics of runaways raised more questions than it answered, and suffered from a clear lack of closure.

## Typologies and classification systems for runaways

In areas of explanatory confusion or high complexity, classification represents an initial approach to ordering and describing the phenomena that are to be explained. Typologies are NOT explanations but they may provide sufficient classification and description that the explanatory processes become more visible. Runaway research is clearly an area of conceptual confusion with competing explanatory hypotheses, poor definitional criteria and a great deal of heterogeneity in the actual youth who run away. It is not surprising, therefore, to find numerous attempts to create order out of this research chaos by erecting classificatory schemes. Reviews of this taxonomic work are available in Brennan et. al. (1974), Walker (1974), Suddick (1973).

In critically reviewing this classificatory work it can be concluded that most studies suffer from serious methodological weaknesses (see Walker, 1974). For a taxonomic system to be fully adequate the following conditions are required:

1. The full diversity of runaway youth and behavior must be present in the sampling

This requirement has not usually been met. Most studies have utilized very little of the full range of runaway behavior and types of runaways. Homer (1973) for example studied only runaway girls from a probation department. Rosenwald (1967) studied suburban female adolescent offenders. Shinohara and Jenkins (1967) studied delinquent boys in a training school. The influential paper by Shellow et. al. (1967) points out the problems which stem from biased sources of sampling. Only a few studies have overcome this problem. Multiple sources of runaways must be sampled in order to obtain the full diversity of runaway youth. In the present research we

attempt to overcome this problem by sampling from a wider range of sources than has usually been found in the previous research.

2. A broad coverage of causal, descriptive and runaway behavioral variables must be obtained

A classification based on a partial description of runaways will result in a partially descriptive scheme which might result in gross misclassification. If important variables are missing, then some important type-differences may not be isolated. Such a classification will be misleading. We contend that a broad coverage of the relevant social, psychological, and behavioral variables, describing the home, school, peer contexts, and the actual behavioral runaway episodes is essential for the creation of an accurate taxonomic scheme.

Most studies have been seriously inadequate in this requirement. For example, Tsunts (1971), English (1973), and Chamberlain (1960) base their systems largely on the "motives" of the runaways. Other studies emphasize the personality characteristics of the runaways; e.g., Rosenwald (1967), Berger et. al. (1958). The studies by Shellow, et.al., (1967) and Brennan, Brewington, Walker (1974) are relatively broadly based studies of the taxonomic structure of the runaway youth population.

3. Objective, replicable, and efficient methods should be used in structuring the typology

Almost all of the taxonomic schemes for describing runaway youth have been based on intuitive (e.g. English, 1973; Tsunts, 1971) or conceptually generated hypotheses (e.g. Berger, 1958; Chamberlin, 1960; Levy 1972). Walker (1974) presents a review of this work. An acceptable taxonomic scheme for runaway youth would by necessity have to be replicable and objective in order that other workers could examine the validity and reliability of the proposed scheme. The approach used by Brennan et. al. (1974) utilizes objective,



replicable, quantitative methods in creating a taxonomic scheme for the description of runaway youth. Although the use of improved methodology will be a step forward in creating an adequate typology of runaways, it is clear that all three factors i.e., good samples, broad coverage of relevant variables, and appropriate methods must be present for taxonomic work to be fruitful in explaining the runaway phenomena.

## Types of runaways described in the literature

Many "types" of runaways can be found in the previous research literature. It will be useful to briefly delineate several highly recurrent themes that are found scattered in the different works. It should be clear to the reader that these descriptions have been generated from unrelated studies involving different samples, different explanatory perspectives, and different methodologies.

### 1. The non-disturbed, "freedom-seeking," runaway

This type of runaway frequently recurs within the literature.

Shellow (1967) finds a group of runners who do not reflect any psychological disturbances. They are occasional runners and they are similar in most respects to ordinary non-runaway youth. Tsunts (1971) refers to "adventurers" who are simply seeking new experiences; Berger et. al. (1958) refer to "spontaneous runaways" who simply have an urge for change and new environments; Brennan et. al. (1974) identify a similar subtype of runaway in which no obvious social or psychological strains could be found. As in Shellow's study, these were only occasional or one-time runaways. A theoretical review by Scientific Analysis Corporation (1975) also identified a runaway group which they termed "the free." These are seen as exhibiting the motivations of pleasure-seeking, a search for freedom, personal challenge, etc., and are seen as similar to Homer's (1973) "running to" subtype of runaway. Some subtypes of this major class may exist depending upon the particular form of home situation and strain which has motivated the young person to leave (e.g., see the discussion below on the types of runaways suggested by strain theory).

### 2. Highly delinquent, multiple runaways: social and family pathology

Both Shellow (1967) and Brennan, et.al. (1974) find a subtype of runaway in which not only multiple runaway behavior is exhibited, but also a wide

range of felonious and violent anti-social behavior is found. Both of these studies suggest that this subtype forms a minority of youth who run away. The Scientific Analysis Corporation review (1974) suggests that such youth may fall into a category which may be termed as "the bad." This would be consistent with the full range of felonious behavior (including drug-pushing, theft, violence, breaking and entering) which was identified with this type of runaway in the empirical studies mentioned earlier.

A number of other researchers place the runaway firmly within a context of multiple delinquent behavior (Foster 1962, Jenkins 1971, Jenkins and Boyer 1967, Robins and O'Neal 1959). These studies additionally have suggested that a high level of individual and social pathology can be associated with this type of runaway.

This is the type of runaway which would be found by those numerous studies which identified runaways through law enforcement institutions (See Shellow, 1967). The Haight-Ashbury type of runaway on the other hand would appear to be more likely to be a middle class, less felonious, and more likely to fall into type 1 above.

### 3. The psychopathological model of the runaway

Numerous studies have labeled runaways as suffering from some form of personal disorder...high levels of impulsivity, low frustration tolerance, schizoid tendencies, neurotic motivations, anxiety, reality distortions, poor impulse control, unresolved Oedipal conflicts, severe narcissistic disorders, depression, and so on. Numerous papers explore this particular "model" of the youthful runaway; e.g., Leventhal (1962), Shinohara and Jenkins (1967), Armstrong (1932). Reviews of this model are provided in Walker (1974) and Scientific Analysis Corporation (1975). The latter review

names this type of runaway as "the sick." Brennan, et.al. (1974) provide a social psychological version of this type of runaway in which extremely disorganized relationships were found between the runaway youth and his or her peers, family and school. This was accompanied by high levels of social alienation, low self-esteem and high levels of drug-taking. This profile seems to fit the "retreatist" model as described later in the review of strain theory.

#### 4. Other subtypes of runaways

A variety of other subtypes of runaways have been described in the literature. Reviews are provided by Walker (1974), Brennan, et.al. (1974) and Suddick (1973). The lack of uniformity of samples, the partial aspects of the classificatory variables, and the nonreplicable nature of the methodology utilized in many of these studies has reduced the general usefulness of much of this work.

The theoretical review provided next indicates the possibility of additional explanatory models for the runaway act.

### 2.3 Review of theories

In this section we review some of the psychological and sociological theories which may prove pertinent to the explanation of the runaway act. An attempt is made to trace the implications of these general theories for the explanation of running away. In the middle part of the section we propose an integrated explanatory model of the runaway etiology which attempts to merge elements from the various explanatory theories that are reviewed.

Following this development, we list a number of hypotheses concerning the special characteristics of runaway youth and the explanation of running away. These hypotheses are numerous and have been grouped into clusters defined by each of the major 'causal/explanatory' domains which emerged from the theoretical review.

In the final part of the section, we bring together the various alternative explanatory possibilities which emerged from different theories in a general theoretical taxonomy which attempts to cover most of the more prevalent types of runaway. It should be clear that this taxonomy deals specifically with the social-psychological, motivational background to running away from home and does not attempt to deal with episodic and behavioral aspects of running away. This latter theme is dealt with in Section 4.6.

The policy implications of differing "explanations" of the runaway

Depending on the location of a "cause" for a runaway act, some very different attitudes will be held regarding runaway youth. In the variety of "explanations" given below, it is clear that different assumptions lie behind the different theories. Three basic "explanations" can suffice to clarify the different policy implications associated with different causal views of runaway behavior.

Personal psychological explanations: In these explanations the "cause" is essentially located in the person. Personal variables such as frustration tolerance, self-esteem, impulsiveness, attention span, and so on, are emphasized. The child is blamed or at least "held responsible," and the policy implication would focus on treating the individual runaway youth (usually by counseling, punishment, or individual psychotherapy).

Social structural explanations: Here the social conditions within which the youth is located are emphasized as "the cause." The runaway youth is seen as being forced into this act by compelling social conditions, bad neighborhood, cruel parents, neglect, etc. It is the social context which requires treatment, not the youth. Policy implications here would focus squarely on reforming the structural conditions.

Socio-psychological explanations: Here the assumption is made that the runaway act results from an interaction between social conditions and variable individual personalities. The "cause" emphasizes the mutual interaction between person and environment. This situation is more complex than either the social-structural or purely psychological. Policy implications would have to take into account the different types of interaction which are found to exist.

We introduce this discussion because of the multiplicity of explanations that have been offered in the literature as causes of runaway. Additionally, this note is given to alert the reader that very strongly held attitudes regarding these explanations appear to exist within the social work and professional community which serve runaway youth. The basic assumptions of this research were that all of these above explanations are viable and that there should be no a priori commitment to any one of them until all are examined and tested. We also entertained the notion that these alternative explanations may not be inconsistent with each other and may all contain a part of the truth. The problem then becomes that of assessing the relative contribution and interaction of these basic perspectives in the explanation of youthful runaway behavior.

#### Differential association and runaway

To our knowledge, an explanation of runaway in terms of differential association theory has not been made. Implicitly, however, the theory suggests that runaway behavior is learned. This learning would occur primarily through a process of communication and interaction with intimate and influential friends or acquaintances (Sutherland and Cressey, 1960).

The learning would include:

Techniques and skills (the variety of skill components which might be involved in the runaway act, e.g., where to go, how to get there, how to survive, and so on).

Motives, drives, rationalizations and attitudes which support the commission of the runaway act.

Presumably a certain segment of runaway behavior occurs through youth learning by association with others and imitating the behavior of others. Both "imitation" and "identification" with others are implicated in this process (Haskell and Yablonsky 1974, p. 344). The context for learning

is, therefore, seen as an "intimate personal group" to which the learner has some implied commitment (he "identifies" with certain members of this group and "imitates" them).

Subcultural conflict themes are implicit in the theory of differential association since the rationalizations and attitudes surrounding the runaway act (i.e., a "deviant" act within the larger culture) are assumed to be transmitted within this small group (Nettler, 1974). However, it is not necessary to presume that the youth is totally "engulfed" in a deviant subculture. The theory assumes a heterogeneity of social groups holding "contradictory definitions" of the same behavior (Cohen, 1966, p.96). Through association with one of these groups, the youth may identify with some role model and may directly emulate the runaway behavior of this model, or through general social learning processes acquire and utilize the various skills, motives, and rationalizations, generated by the group which encourage and support runaway behavior.

The theory is weakened by the fact that there is only limited specification of the learning processes that are presumed to take place and little guidance on the individual-personal characteristics which would mediate the choice of a peer group, the acceptance by such a group, and the efficacy of the social learning process. Additionally, from a "runaway-explanatory" perspective, the situational factors (e.g., home or school) precipitating or mediating the event are effectively obscured or ignored.

The type of runaway arising from this process would, therefore, be close to, or perhaps identify with some influential peer group. Within this peer group there would be an enactment of the specific behavior that is to be learned (runaway). The actual runaway act, when committed, would be motivated, rationalized and justified in a group process prior to the event. This would



favor a planned, premeditated act, rather than an impulsive act. Although it is clear that while much of the justification and learning may have occurred prior to the event, the runaway act could be performed impulsively. A "precipitative event" would not be a necessary precursor to this type of runaway behavior.

#### Strain theories as an explanation of runaway

Strain theory appears likely to provide explanations for certain types of runaway youth. The major focus of strain theory is to explain the motivational "push" for the runaway (or other deviant and problematic behavior). Strain theory makes the assumption that the youth is socialized into and committed to conventional goals and expectations (Hirschi, 1969). However, if these desires or needs are blocked or constrained, then the resulting discontent, frustration, and perhaps boredom are seen as providing the motivational energy to run away. It should be made clear that strain theory is not usually used as an explanation for "running away" but is more normally tied to instrumental deviance, i.e., behavior which is instrumental in achieving some desired goal. Deviance such as theft fits this paradigm more than runaway. However, if the valued goals are freedom from constraints, autonomy, adventure, good times, and so on, then it would be easy to interpret running away as instrumental behavior. In strain terms it is "not easy" to run away and the youth will only indulge in the act at great cost. He or she must overcome the restraining influences which tie him/her to parents, school, community, future ambitions, and so on (Nettler, 1974). Strain theory focuses on the weakening or attenuation of these conventional bonds (Hirschi, 1969). The runaway event will happen only when these bonds are sufficiently weakened. The "problem" is to locate the source of this attenuation.

In theories of deviant behavior, the usual context in which strain theory has been utilized is in the explanation of the deviant behavior of lower class and underprivileged groups. The blockage of pathways to conventional social and economic rewards and values resulted in the lower class person adopting a deviant route to achieve these same valued rewards (Merton 1947). Educational, occupational and financial rewards, if blocked, would provide the impetus to such deviance. Depending, therefore, on the social class of the youth, we would hypothesize the following two basic runaway types as stemming from a strain theory perspective:

Lower social status runaways: Deprived and blocked concerning conventional aspirations. Yet, they value these conventional goals and feel frustrated and discontent. This discontent (regarding the full profile of blocked aspirations) leads to attenuation of conventionally socialized norms and a resulting pattern of deviant behavior, including runaway. This describes one form of "running from" a bad situation. Because the "causes" are relatively permanent and pervasive, it would be hypothesized that multiple runaway behavior would be embedded in a wide range of other delinquent behavior (since "conventional bonds" have generally been weakened).

Middle class runaway: We would hypothesize that these youth would be free from blocked access to the full range of educational, occupational, or financial rewards. We hypothesize that they have been conventionally socialized into normal family, school and community situations. However, the "strain" would appear to stem from blockage regarding certain psychological states, e.g., autonomy, high peer status, freedom, good times, rewarding experiences. Mizruchi, 1964, elaborates on the theme that different classes may value very different goals. Frustration might stem

from boredom, or from too strong control on the part of otherwise supportive parents. Blockage for middle class runaways should be more personal than structural, a temporary crisis, and involve little delinquency. This type of runaway would not exhibit any serious social pathology, but would simply be running away to experience adventure, good times, new or rewarding experiences. They are not "running from" as much as "running to." Self-concept should be near average, as should states of normlessness.

A point should be made regarding anomie (Merton, 1957; Durkheim, 1964) and self-concept in relation to these two types of runaways. The disjunction between culturally induced aspirations (educational, occupational, etc.) and societal blockage of these aspirations is assumed to result in a state of anomie or normlessness. This attenuation of social norms is assumed to lead to deviant behavior. The more generalized blockage of the lower class runaway described earlier would be hypothesized as leading to a more general state of normlessness. The "strain" in the middle class runner, however, does not stem from a generalized blockage of social and economic aspirations but from a constraint or limitation on "autonomy and freedom" or some personal crisis. Therefore, this middle class type would be hypothesized as suffering from "social anomie" or normlessness.

In regard to self-concept, it would be hypothesized that blockage and failure to achieve desired goals could result in a "blaming of oneself" or a "blaming of the situation." If the youth blames himself, then self-concept is likely to drop. If he blames the social situation, then certain forms of social alienation are likely to be elevated. Hence, subtypes within the lower class runaway would be expected, depending on which of these "blaming strategies" the youth adopts. This subtype development will be continued in our following discussion of opportunity theory.

In reviewing Merton's (1957) work dealing with types of individual adaptation, certain other subtypes of running away could be hypothesized. Strain theory, as presented above, deals essentially with Merton's Innovative adaptation (i.e., where cultural goals are accepted and the institutionalized means to achieve these goals are rejected.) Several adaptations are additionally postulated as derivatives from Merton's theory.

#### Retreatist runaways

This type would be hypothesized as rejecting both cultural goals and also the culturally institutionalized means to achieving these goals. Merton (1957, p. 153) sees "...outcasts, tramps, vagrants, vagabonds..." as falling into this class. Merton suggests that this type of person is severely frustrated. Because he is not able to cope with the blocked opportunity structure, he drops out. He or she "escapes" the demands of society. Although this type rejects social goals, there is sufficient socialization to prevent the adoption of illegal methods. Consequently, this type would not engage in criminal activity. Defeatism, quietism, resignation, and drug-taking are seen as methods of "escape" from the demands of society.

Within the runaway literature, this type of youth would exemplify the "running from" type who is escaping an extremely painful situation. Higher levels of social alienation, low self-concept, and high levels of social isolation would be concomitant features of this type. Violent or instrumental crime (theft, breaking and entering, crime for economic gain) would not be expected. We would additionally hypothesize high levels of negative labeling and powerlessness.

### Rebellious runaways

This adaptation assumes high levels of alienation from conventional goals and standards, accompanied by rejection of normal means of obtaining conventional goals. In contrast to the retreatist mode of adaptation, however, the rebellious youth adopts new and different values and goals along with new means for their achievement. Discontent and resentment with conventional institutions is seen as providing the basis for a withdrawal from such institutions. It is postulated that the rebellious youth transfers his allegiance to new groups which are outside of the conventional social structure. Organized group movements and social solidarity are associated with this adaptation. The "flower child" movements espousing non-materialistic values, freedom and love, in contrast to the conventional, materialistic society, might exemplify this type.

We hypothesize that in a runaway of this type, high levels of peer affiliation, self-esteem, extreme rejection of social institutions, such as the school and the family might be expected; high levels of normlessness and a rejection of certain social values would be expected. High levels of crime would not be expected. This runner would be seen as exemplifying a subtype of the general "running to" orientation (see Homer, 1973).

## Opportunity theory and runaway

In opportunity theory Cloward and Ohlin (1960) attempt to extend the power of strain theory explanations by merging it with the social learning concepts of Sutherland's Differential Association theory. Cloward and Ohlin agree that lower-class urban areas are focal points of social deprivation, strain and anomie. However, they merge the subcultural themes of differential association with strain theory concepts in order to answer the question: "Which deviant solution will a youth choose?" "Which learning process will he/she adopt?" They suggest three possibilities:

### a. Criminal subculture

A variety of illegal behaviors are utilized and transmitted. Much of this behavior is rationally oriented towards economic and status gains, and a generalized deviant identity is adopted. Runaways would appear to be a minor part of this subculture since a high degree of subcultural cohesion is postulated and runaway is not instrumental for economic gain. Earlier empirical work has suggested, however, that criminal subculture runaways can be identified (see Brennan et. al. 1974, Brennan 1975).

### b. Conflict subculture

Here there is a general absence of control, social cohesion is weak, violence and gangs are emphasized. Runaway would be seen as embedded in multiple deviant activity.

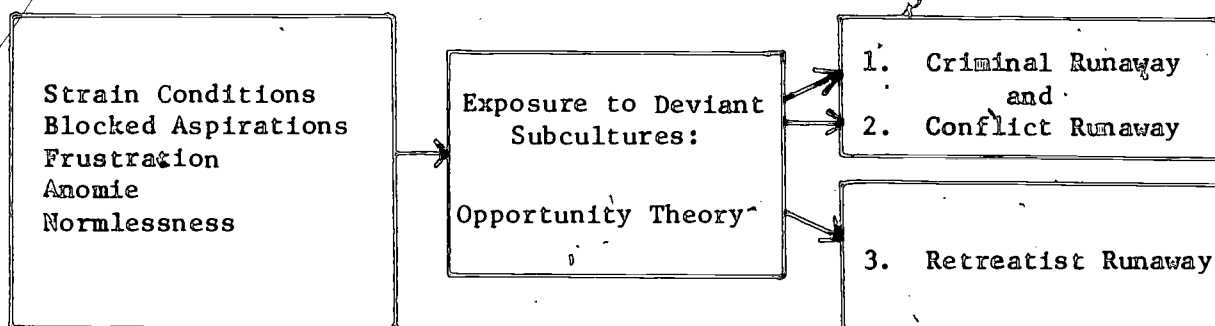
### c. Retreatist subculture

This is seen as an adjustment for those who fail to achieve or do not choose membership or status in either a or b. Retreatism, alcohol use, drug-taking, and runaway would appear to be suggested by this

adaptation. Since success criteria for a and b are harsh and demanding, Cloward and Ohlin postulate that there are high pressures to adopt the retreatist adaptation in an anomic social structure.

We suggest that these ideas would lead to a general trichotomy of the "lower-class" runaway as postulated in the discussion of strain theory.

Figure 1  
LOWER-CLASS RUNAWAY IN TERMS OF STRAIN  
AND OPPORTUNITY THEORIES



We suggest that there may be three major classes of runaway stemming from this theory. We have classified criminal and conflict runaway behavior together on the basis that there may be high similarity in the overall patterns of other delinquent behaviors, i.e., they are both highly delinquent and may be involved in a wide variety of illegal behaviors. It will be an empirical matter to assess the degree to which these two hypothetical runaway sub-types exist. Retreatist runaways, on the other hand, would not exhibit a similar range of delinquent (especially violent or for economic goals) behavior and would probably have lower levels of self-concept.

These three sub-types are obviously speculative and the later typological analysis of the data will indicate their empirical validity.

Control theory: Social learning and modeling ✓

The general perspective of control theory is that we initially are not socialized and that, in contrast to strain theory, the problem to be explained is not why a youth ~~WOULD~~ run away, but rather why doesn't he run away. What forces--internal or external--are controlling or constraining our deviant tendencies (Nettler, 1974). Control may be internalized (e.g., conscience or superego forces, learned social norms), or it may be external in terms of social pressure to obey norms. Deviant behavior is, therefore, taken for granted and we must explain conformity. Whereas strain theory explains the "deviant motivation" control theories explain motives to conform (Hirschi, 1969).

A number of basic "bonds" have been postulated by different control theorists. If these bonds are strong then acts such as runaway would not be expected. If weak, then runaway behavior would be more likely. Hirschi (1969) postulates four basic "control" bonds:

Attachment:

This is seen as a respect for, sensitivity to, regard for, and caring for the wishes of other people. Social attachment is analogous to the superego or the conscience.

Commitment:

Conformity can bring rewards, and an enlightened self-interest would take account of the benefits of conformity. Any fear of "risking" a stake in the conventional social system would constitute a commitment bond. If one has much to lose, one would not risk the loss of socially ascribed rewards by indulging in deviant behavior. Conversely, if one has little to lose, then commitment bonds are weak and deviant behavior becomes more likely.



### Involvement:

This bonding component focuses on the "time and energy" invested in the pursuit of conventional activities. High levels of conventional activity would imply that there is little time and energy left for engaging in deviant activities, and therefore little runaway behavior.

### Belief:

This is the profile of attitudes, values, norms and standards to which one adheres. Among youth there may be variation in beliefs regarding the appropriateness of conventional norms and standards. To the extent one internalizes conventional standards, laws, and rules, the likelihood of running away would be lessened.

These four bonding components are hypothesized to tie the person to social entities such as: family, school, community, and peers. From the perspective of explaining the runaway act, one must explicate the relative importance of each of these bonding mechanisms. Other theorists suggest that there can be a more meaningful (and parsimonious) description of bonds in terms of a two-way breakdown. Reckless (1967) in postulating a control theory suggests these are "outer" and "inner" containment bonds. Elliott (1975) provides a more extensive elaboration of the two-way bonding description in the following terms.

### Internal bonds:

These are seen as more internal and psychological. They include belief in conventional norms and values, goal orientations, pro-social self-concept, acceptance of rules and standards and a sense of belonging and attachment (e.g., to peers, school, family, etc.)

### External bonds:

These emphasize external and social bonds. They include involvement and access to meaningful social roles in different institutions, e.g., home, school, and also a wide exposure to "sanctioning" networks. A stake in conformity is another form of the integration bond.

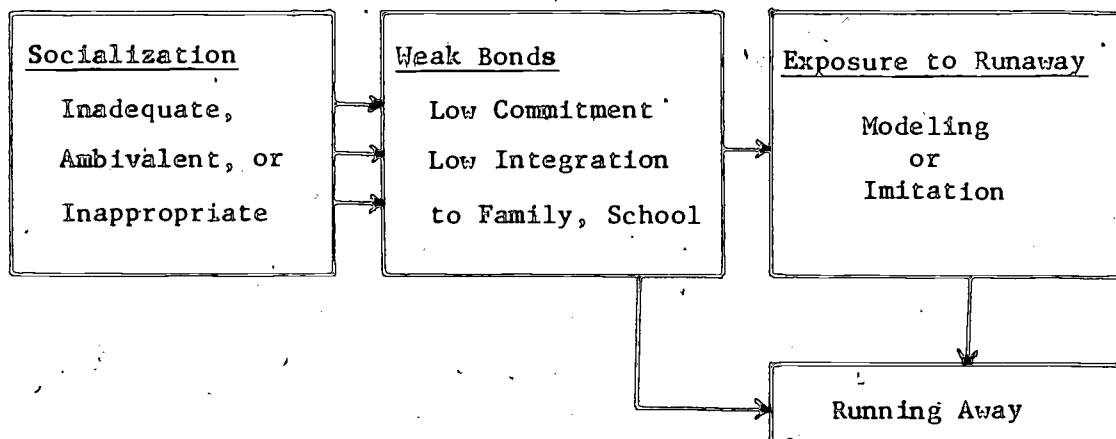
The type of runaway stemming from control theory approaches would be characterized as:

Low in commitment bonds: Unrealistic or low goal orientations, low acceptance of conventional norms, standards and attitudes, low sense of belonging or attachment to family, school and (perhaps) peers, and low in self-concept.

Low in integration bonds: Low involvement or denial of access to meaningful social roles, little stake in conformity, and low exposure to sanctioning networks.

Figure 2

### MODEL OF RUNAWAY ETIOLOGY ACCORDING TO CONTROL THEORY



Within the context of control theory, it would appear that the forms of alienation to be expected in the above runaway type would be societal estrangement, lack of trust, and powerlessness. These would result directly from the failure of the socialization processes. Strain theory, on the other hand would emphasize normlessness and anomie. To strengthen this examination of control theory as an "explanation" of runaway behavior, we have included an examination of the family as a major socialization force in the youth's life. We therefore briefly examine some aspects of parental styles of parent-child interactions.

#### Socialization failures and runaway

The basic problem upon which control theory focuses is that of failure of socialization. It has been suggested that the child-rearing matrix of rewards versus punishment are crucial to the inculcation of values and beliefs, (Nettler, 1974) with a reasonable "balance" between these two modes of control being recommended. Punishment given in erratic, hostile, irrational, or inappropriate manner has been found important in discriminating between delinquent and non-delinquent families. An absence of "nurturing" is found to be correlated with a variety of physical, cognitive and social malfunctions among families. Toby (1974) suggests that the following forms of faulty socialization processes may be important in the etiology of deviant, and therefore runaway, behavior:

Inadequate socialization: Faulty interactions, too much punishment, over-protection, absence of appropriate models. The normal learning and conformity tendencies may become weakened and the child could remain weakly socialized, defiant, or alienated. Broken homes might be implicated in this process.

Inappropriate socialization: In this case, the parents may transmit inappropriate norms to the child. This parallels theories of subcultural deviance. Neighborhood and peer cultures are often considered to be more important in inculcating inappropriate norms in the youth than is the family.

Ambivalent socialization: In this case, the child is confronted with two or more conflicting normative sets. This may result from inconsistency on the part of the parents, or differing norms stemming from different social institutions, e.g., family or peers.

Among runaways, and delinquents in general, some researchers have suggested that there is a disproportionate number of broken homes. This does overlap with ethnic and class differences and the multiplicity of cultural effects which correlate with these difference. The separation of these different effects poses considerable difficulty (Nettler, 1974). Given the importance of the family as a socializing agent, we have included in the present research a special focus on the kind of interaction which takes place between parent and child.

### Explanatory scheme for the present study: A multi-theoretic integration

Given the confusion and general lack of integration within the runaway literature, there is no obvious basis for ruling out any of the above theoretical schemes. Following the integrative directions of Jessor et. al. (1968) and Elliot and Voss (1974), an attempt was made to merge sociological and psychological explanatory schemes into a larger multi-theoretic framework. Certain critical variables identified in control theory, strain theory, labelling theory, differential association, and modeling have been combined in a manner which should allow for an empirical examination of their usefulness in understanding and predicting one kind of youthful behavior, i.e., running away.

Three social domains, which form the major contexts for the youth's life experiences, are examined: the home context, the peer context, and the school context. Within these contexts, a first set of variables dealing with structural conditions is examined. These structural variables can be interpreted as having explanatory importance both within a strain theory context and a control theory context. One set of structural variables are highly related to strain and blockage conditions, e.g., school failure, low track, blocked aspirations, low socio-economic status, broken home and other family disorganizations. A second set of structural variables relates more to the external conditions leading to the attenuation of social bonds. In control theory terms, we are dealing here with external or integration bonds to the home, school and peers. Levels of school related activity, amount of time spent with parents, peers, and the presence or absence of sanctioning networks would be relevant for this set of explanatory variables. The two boxes at the left of the following diagram represent these explanatory domains.

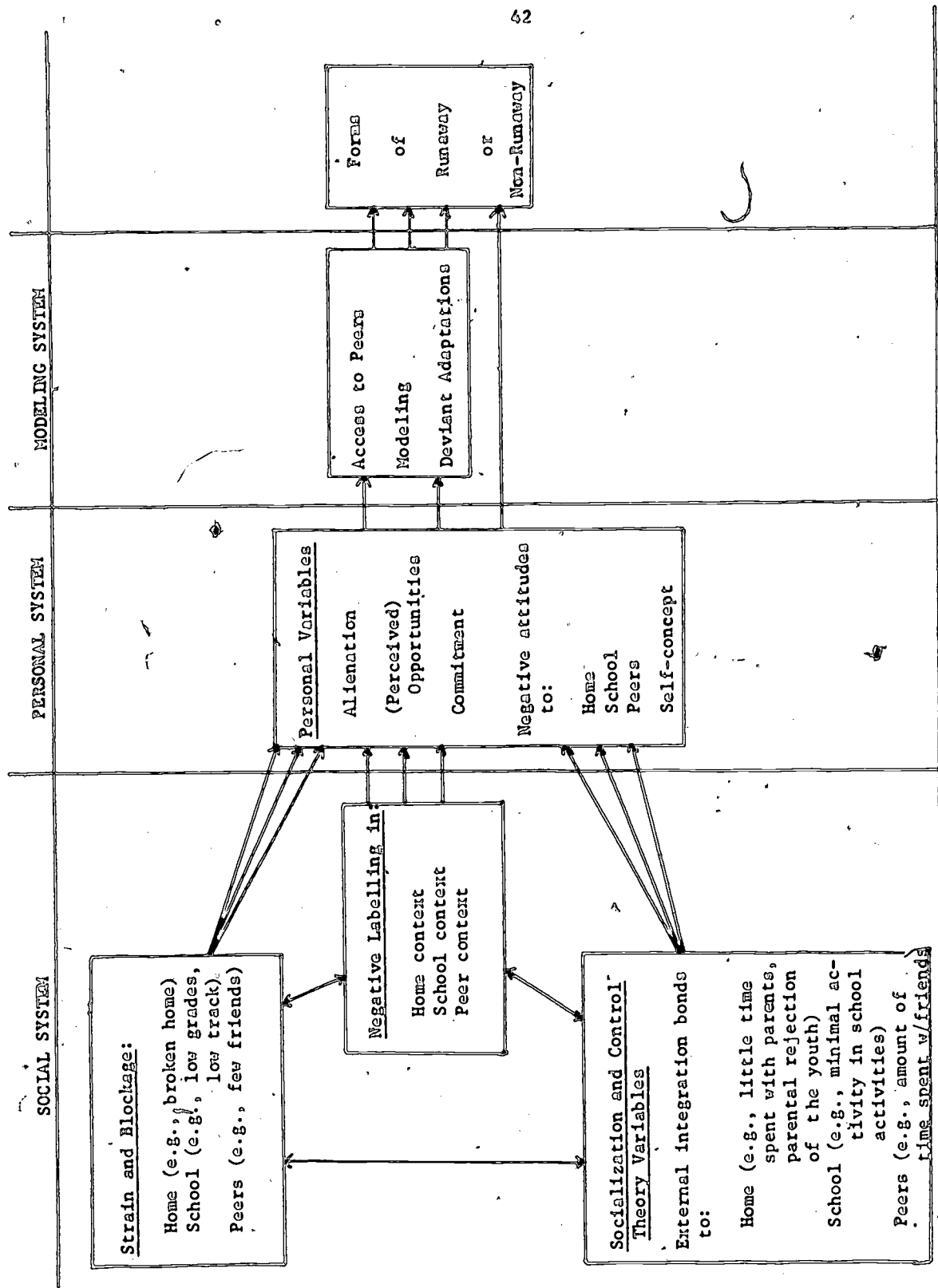


FIGURE 3 An etiological scheme for runaway behavior. Each pathway in this diagram can represent a force which influences the occurrence or non-occurrence of runaway behavior. Different patterns of these forces would define different "causal" pathways through this diagram and would therefore result in different runaway types. It

Labeling processes mediate these strain and control influences. Labeling, either positive or negative, interacts with strain variables (e.g., low grades) and socialization and control variables (e.g., low integration bonds with the school) to influence the crystallization of personal attitudes and beliefs. The choice of a second general class of variables (i.e., personal variables) is crucially tied to the structural variables used within the home, school and peer contexts. Stemming from the strain perspective, the personal variables most immediately relevant include forms of alienation and the perceived opportunity variables for educational and occupational success. From the control theory perspective we include measures to assess commitment bonds to family, school and peers.

The position of the modeling system variables is tentative within this sequence. It might be argued that access to peers and modeling possibilities could be placed within the set of social structural variables. On balance, however, we feel that modeling processes would become especially relevant to a youth when the other etiological influences had created the drive and motivation to actually search for solutions. In this sense, the peer modeling system is present prior to the onset of any strong drive to run away and forms part of the social-structural peer system. Peer modeling takes on a special pertinence, however, once the preconditions to run away reach certain critical levels. At this point we suggest that the modeling process will become more pronounced. For this reason, we place the modeling system between the personal and behavioral (running away) systems.

## Hypotheses to be tested by the present research

To order the hypotheses which will be examined within the scope of the present research we will use the framework for the social-psychological explanation of runaway as presented above. Each box of this diagram contains variables which have been found important in either theoretical or empirical research. Therefore the hypotheses are ordered according to the groupings which appear in the diagram.

### Strain hypotheses

Socialization and family characteristics hypotheses

Labeling theory hypotheses

Personal characteristics hypotheses

Modeling and opportunity hypotheses

Initially, all of these hypotheses are developed at the global level for all runaways without specifying any more complex relationships. It is clear that some very complex interactions between multiple variables may combine to produce the runaway event. Therefore, following the set of hypotheses dealing with global differences between runaways and non-runaways, we present more complex interactive and typological hypotheses designed to explain the runaway event. Hypotheses concerning the runaway episode and the concomitant behaviors of the runaway youth are presented next. The structure of this section is as follows:

1. Global hypotheses dealing with runaway versus non-runaways
2. Complex interactive hypotheses dealing with type effects and patterns of interaction between variables.



An important note regarding global hypotheses

Although we present a series of global hypotheses in the following section, we would impress on the reader that we view these as an oversimplified first step in describing the characteristics of runaways. They completely ignore the extremely diverse nature of the runaway population. It is our feeling that some of these characteristics presented below might be vitally important for one type of runner, but less important for another type of runner. The explanatory importance of any single characteristic presented below would depend on the presence or absence of a number of other intervening variables. The single variable hypotheses that are presented below represent a first and over-simple description of the runaway population. We impress strongly on the reader the warning that generalizations to all runaways should not be made according to the findings generated by these hypotheses. If this is done, there will be a distortion of the full heterogeneity of runaway youth and their situation. We are using these comparisons as a tool to guide our further in-depth examination of the data.

#### Global differences between runaways and non-runaways

General strain proposition: runaways have higher strains than non-runaways

Runaways are "differentially treated" (poorly) within the family compared to non-runaways.

Runaways perceive their parents as being less satisfied with the youth's instrumental behavior when compared to non-runaways.

Runaways experience more "expressive rejection" by parents than non-runaways.

Runaways experience more "home social isolation" as a form of punishment than non-runaways.

Runaways experience more grade failure in school than non-runaways.

Runaways have greater disjunction between educational aspirations and educational expectations than non-runaways.

Runaways are placed into lower school "tracks" than non-runaways.

Runaways have more frequently repeated grades than non-runaways.

The disjunction between occupational aspirations and opportunities for runaways is higher than for non-runaways.

Runaways have a higher disjunction score regarding school involvement than do non-runaways.

#### General socialization and bonding propositions

1. Runaways have weaker commitment and integrative bonds to home, school and peers than do non-runaways.
2. The family of the runaway is more disorganized than that of the non-runner.
3. Runaways have inadequate socialization compared to non-runaways.

#### Specific hypotheses regarding weak commitment/integrative bonds

Runaways spend less time on school extracurricular activities than do non-runaways (involvement or integrative bond).

Runaways are less interested in being involved in school activities than are non-runaways (commitment bond).

Runaways have lower educational aspirations than non-runaways (commitment bond).

Runaways have lower occupational aspirations than non-runaways (commitment bond).

Runaways have a more negative attitude towards school than non-runaways (commitment bond).

Runaways have fewer close friends than non-runaways (involvement or integrative bond).

Runaways spend less time with friends than non-runaways (involvement or integrative bond).

Runaways spend less time with parents than do non-runaways (involvement or integrative bond).

Runaways are less committed to peers than are non-runaways (commitment bond).

Runaways have higher rejection of their parents than have non-runners (commitment bond).

Specific hypotheses dealing with high transience and disorganization of the socializing family

Runaway families are more transient than non-runaway families as shown by the number of moves both across town and within a town.

Runaway families have a higher incidence of job change, unemployment, and number of jobs held by the parent than do non-runaway families.

There will be a higher incidence of marital conflict in runaway families as compared to non-runaway families.

There will be a higher incidence of serious family disruption incidents in the family of the runaway as compared to the family of the non-runaway (divorces, death, serious illnesses, etc.).

The parent of the runaway exhibits higher levels of societal estrangement than is found among parents of non-runaways.

The parents of runaways exhibit higher levels of powerlessness than is found among parents of non-runaways.

The parents of runaways exhibit lower levels of self-esteem than do the parents of non-runaways.

These are relatively more single parent families among runaways than among non-runaways.

#### Inappropriate socialization

In the family of the runaway there is higher tolerance of deviance than in the family of the non-runaway.

In the family of the runaway there is higher tolerance of deviance in the youth than in the family of the non-runaway.

#### Ineffective socialization\*

Runaway families are less nurturant than are the families of non-runaways.

Runaway families have lower levels of affective reward than do non-runaway families.

Runaway families have lower levels of instrumental companionship than do non-runaway families.

Runaway families use social isolation as a form of punishment to a greater extent than do non-runaway families

Runaway families use higher levels of expressive rejection than do non-runaway families.

Runaway families use higher levels of physical punishment than do non-runner families.

Runaway families are higher in protectiveness and constraint than are non-runner families.

Runaway families withhold power and autonomy from the child to a greater extent than do non-runaway families.

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\*Although we pose these hypotheses in a simple bivariate sense it should be made clear to the reader that this set of hypotheses have been posed as at the simplest level. We fully expect that there will be interaction effects between different variables which will mediate the influence of particular variables. These will be examined through the utilization of multivariate interaction seeking methods.

Affective punishment is used in runaway families to a greater extent than in non-runner families.

Runaway families make less use of principled discipline than do non-runner families.

Runaway families are more indulgent than are non-runaway families.

#### Negative labeling propositions

Runaways will be more negatively labeled than non-runaways.

#### Specific hypotheses

Runaways will have more negative labeling by teachers than non-runaways.

Runaways will have more negative labeling by parents than non-runaways.

#### General personal system propositions

Runaway youth reject their parents to a higher degree than do non-runaways.

Runaway youth have more negative attitudes to school than non-runaways.

Runaway youth have lower commitment to peers than non-runaway youth.

Runaway youth self-esteem is lower than that of non-runaway youth.

Runaway youth exhibit greater normlessness than do non-runaways.

Runaway youth exhibit greater societal estrangement than do non-runaways.

Runaway youth exhibit greater sense of powerlessness than do non-runaways.

#### Deviant opportunity and modeling propositions

Runaways are more likely to have peer and friendship groups in which

runaway behavior is found than non-runaways.

#### Specific hypotheses

Runaways' friends will exhibit more runaway behavior than non-runaways' friends.

Runaways' friends are generally more delinquent than non-runaways' friends.

Runaways more strongly experience normative peer pressures towards delinquency than do non-runaways.

#### Interactive and type-effect hypotheses

A number of complex hypotheses could be specified, given the large number of variables which have been measured. The hypotheses generated in this section are derived from the previous empirical and theoretical work regarding runaways. We hypothesize that the runaway youth population falls into certain recurrent classes. Some of these have been discussed in the earlier theoretical review. Figure 4 illustrates a provisional classification of runaways which can be hypothesized on the basis of prior research.

In the earlier theoretical review, three major types of runaways were reviewed:

The non-disturbed (the "free" or "running to" runaway)

The delinquent (the "bad," the "socially disorganized," "running from" runaway)

The psycho-pathological (the "sick" or personally disturbed runaway)

These do find a place in the proposed scheme in Figure 4. However, we argue that these three major orientations may be an oversimplification, and that other sub-processes may be operating within these major categories. For example, the diagram indicates that we propose two forms of the "runaway to" type of runaway; a radical or rebellious runner, and an adventurous or pleasure-seeking runaway. The following represents hypothetical descriptions of the set of runaway subtypes which might be expected.

We set up this provisional taxonomy allowing that it may not exhaust all runaway classes, that the classes delineated within it may have

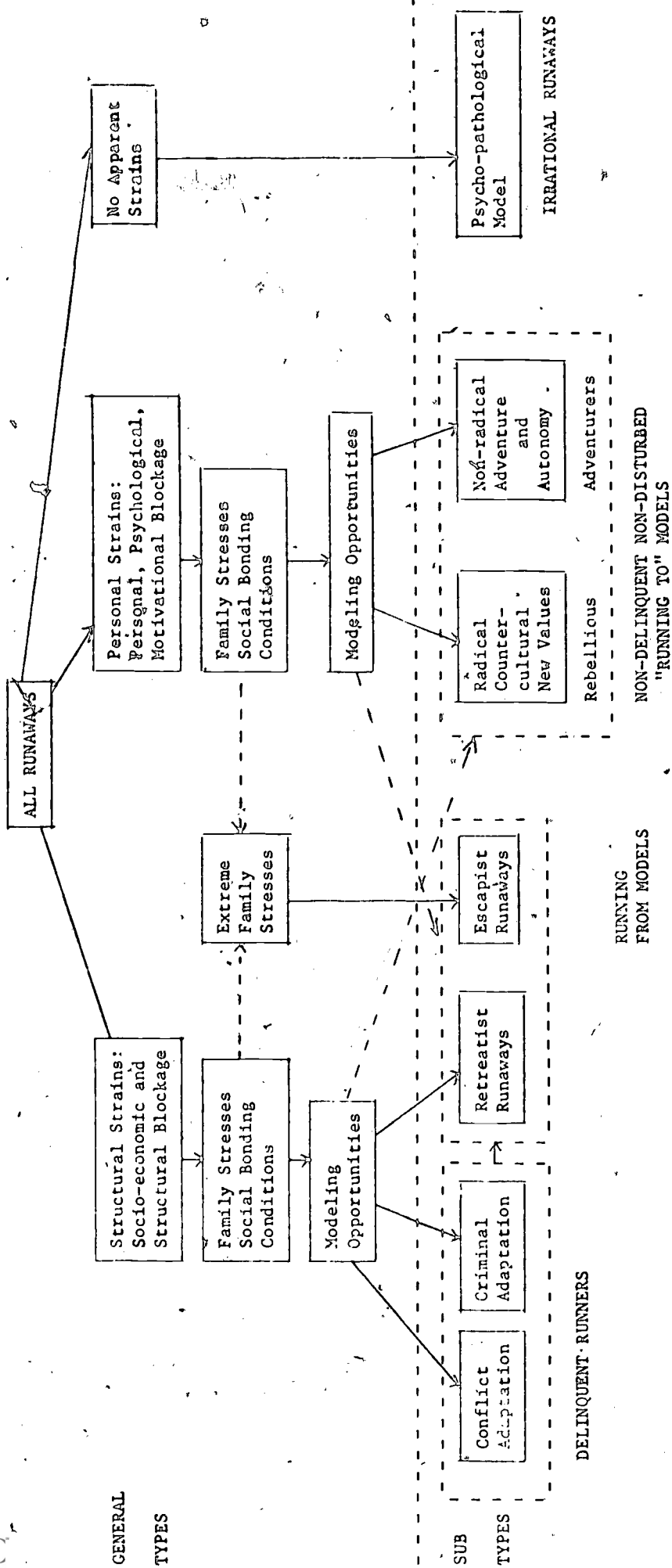


Figure 4 A provisional taxonomic structure for the runaway youth population.  
Three major classes are proposed with seven hypothetical sub-types.

substantial overlap, and that the results of the empirical analysis may lead to revision, rejection or confirmation of the major features of the taxonomy.

Hypothesized score patterns of variables associated with each runaway subtype

### 1. Retreatist runaways

The core variables which might describe this type would include: extreme blockage in school, peer and family contexts, high levels of negative labeling, low self-concept, high levels of societal estrangement, high normlessness, and high powerlessness. Instrumental delinquency (for economic gain) would not be expected. In contrast, drug-taking and truancy would be expected. It would be expected, however, that the delinquency level in this group would be higher than that found in the normal youth population because these youth may reside within a lower status or deprived neighborhood where high delinquency modeling may exist. Secondly, this type may contain many ex-members of the following delinquent runaway types who could not maintain their membership in these more demanding adaptations. Multiple runaway behavior would be hypothesized. Two subtypes of retreatist runners might be expected, depending on the form of initial strain. We suggest that some youth experiencing motivational/ personal strain may also adopt the retreatist adaptation. This group is likely to be of higher socioeconomic status than the bulk of youth who adopt a retreatist adaptation to strain.

### 2. Delinquent runaways

Two types of delinquent runaways are hypothesized. In many respects, these two types may be similar to each other. However, it may be difficult to separate them empirically. A clear conceptual separation has been elaborated in the earlier review. At the measurement level, the following profiles may be expected.



## 2. A. Conflict-delinquent runners

A higher degree of hostility and violent, non-instrumental offenses might be expected from this group. High blockage regarding conventional social, educational and occupational goals would be expected, as would high levels of family disorganization. Higher scores on powerlessness and social isolation would be expected here than in the following criminal sub-type. The conflict-oriented runners might be expected to be members of violent gangs. However, relationships to schools, parents and other peers are hypothesized as being poorer than that which might be found in the criminal-delinquent runners. Youth from lower social status backgrounds would be expected to predominate in this runaway type. Multiple runaway behavior would be expected.

## 2. B. Criminal delinquent runaways

This group would also be expected to be of low social class and to have high levels of blockage to conventional job and educational opportunities. Normlessness would be expected to be high. However, the successful criminal adaptation would suggest that powerlessness would not be as high as in the conflict runners. Similarly, relationships to friends and parents would be expected to be somewhat better than in the conflict group. Higher levels of varied delinquent behavior, especially rational crime for economic gain, would be more expected from these youth than among any other type of runaway. An important variable which would especially differentiate this type from others should be parental tolerance of deviance. A higher score of parental tolerance of deviance would be expected in this type than for any other type. Multiple runaway behavior is expected.

## 3. Non-disturbed, non-delinquent runaways ("running to" type runners)

Two forms of the "running to" or "non-disturbed" runaway are postulated here. Their profiles on the test variables are hypothesized as follows:

### A. Rebellious or radical runners

Social strain conditions such as blockage to conventional educational, occupational, or status positions would not be especially pronounced for this type. A conflict may exist in terms of values and means to attain valued goals. It is hypothesized that these youth have rejected their parental values and feel blocked in regard to the attainment of other, perhaps counter-cultural values, which they espouse. Self-concept and peer relationships should be high, as should normlessness (since they have rejected conventional values). These youth would not be expected to be delinquent. Negative attitudes toward the school--as a conventional institution--might be expected.

### B. Adventurous runaways

These youth would not experience blocked attainment of the conventional social goals of achievement. It is suggested that their major motive for running away is the search for excitement, adventure, fun, or curiosity regarding other places. These youth would not have opposed their parental values; therefore, levels of normlessness may be lower than those found in the rebellious runners. However, boredom, loneliness, and parental constraint and over-protection might well be found to differentiate these from the radical runners. Relationships with peers may be less strong in this group, allowing them to withdraw from current peer affiliations in the search for freedom and new experiences.

## 2.4 FEASIBILITY

A major goal of this study is to examine the feasibility of estimating the incidence of runaway through a survey technique. In this regard, feasibility refers to the question of whether accurate estimates can be obtained by such a procedure. Such accuracy depends on the ability to correctly identify households that contain a runaway youth, determining the number of runaways in such households and the use of this information in an estimation procedure. Feasibility also refers to the problems and difficulties arising throughout the estimation process, determination of solutions to these problems, and discussions of alternative procedures. Thus, the feasibility question includes consideration of which procedural options might prove to be more profitable.

Due to the constraints of time and resources, this study only considered the use of a survey of households. Alternative approaches, such as mail and telephone surveys or a sample of schools, instead of households, were not empirically examined. There are, however, good reasons for the use of a household survey for the estimation and data collection efforts of this kind of study. Although the belief that mail surveys do not elicit high response rates has been challenged (see Kish, 1967, Ch. 13), the non-response rate of mail surveys is commonly much larger than that encountered in a face-to-face interview. The mail-out procedure also lacks the assistance provided by a personal interviewer and determination of which family member or members fill out the questionnaire cannot be adequately controlled. Telephone surveys experience similar problems, and in addition cannot sample the total population, since these samples are restricted to only those families that have telephones. The selection of youths from schools for a face-to-face interview does not suffer the non-response problems indicated above. Survey researchers, however, are often

not granted access to schools (one instance is documented in Appendix H of this report) and if it is desired to obtain information from parents or to obtain parental permission for youth interviews, additional logistical problems may be encountered. Based on the above considerations, while not empirically examined in this study, a survey of households would seem more appropriate than the other options considered.

A primary issue for feasibility is the determination of what persons may serve as respondents for the survey. Since frequently it is easier to find adults than to find youth at home, an important question is whether parent report of runaway correctly identifies households which have experienced a runaway youth, or whether youth reports are necessary. A second question deals with the definition of runaway. As noted in the introduction of this report, the term runaway means different things to different people and the selection of a particular behavioral definition of runaway has consequences for both incidence estimation and the explanation of the etiology of runaway. As a part of the definitional problem, the adequacy of data about runaway episodes collected by the survey is important. The capability of developing an episodic classification scheme based on this data is considered a part of the feasibility question. Another issue in the incidence estimation field is the adequacy of reports of runaway from official sources (e.g., law enforcement agencies), as measures of the incidence of runaway.

In addition to the issues surrounding incidence estimation, this study examined the capability of a survey technique to gather demographic and social information about families as well as social-psychological information about individual family members. The usefulness of such data in understanding the runaway phenomenon is also a part of the general feasibility question, for it

could be either included or excluded in other surveys designed to obtain information about runaway youth and their families.

Data concerning the utilization of services by families with a runaway and their satisfaction with these services was collected by this study. The adequacy and usefulness of this data is also considered as a feasibility question.

The goal of the feasibility analyses is to provide a discussion of the merits of alternative procedures and to provide a recommended questionnaire.

### Section 3: Methodology

### 3.1 QUESTIONNAIRE DEVELOPMENT AND DESCRIPTION OF THE VARIABLES

Three related data collection instruments were developed to meet the requirements of the overall research plan:

A "screening instrument" to estimate the incidence of runaway and to perform the basic classifications of families (demographic, etc.);\*

An "in-depth" parent questionnaire to provide background and explanatory information--from the parent's perspective--on the etiology, course, and termination of the runaway episodes; and

An "in depth" youth questionnaire to provide background and explanatory information--from the youth's perspective--on the same categories as dealt with in the parent questionnaire.

The full questionnaires can be examined in Appendix K and Appendix L.

We will now present the internal structuring and data collection functions of each of the three instruments.

#### The Screener

The purpose of the screener is to determine the incidence of runaway episodes by children 10 to 18 years old in a given randomly-selected population sample. If the interviewer contacts a family which has no children 10 to 18 years old, the interview is terminated. If there are teenagers in the family the screener is administered in order to:

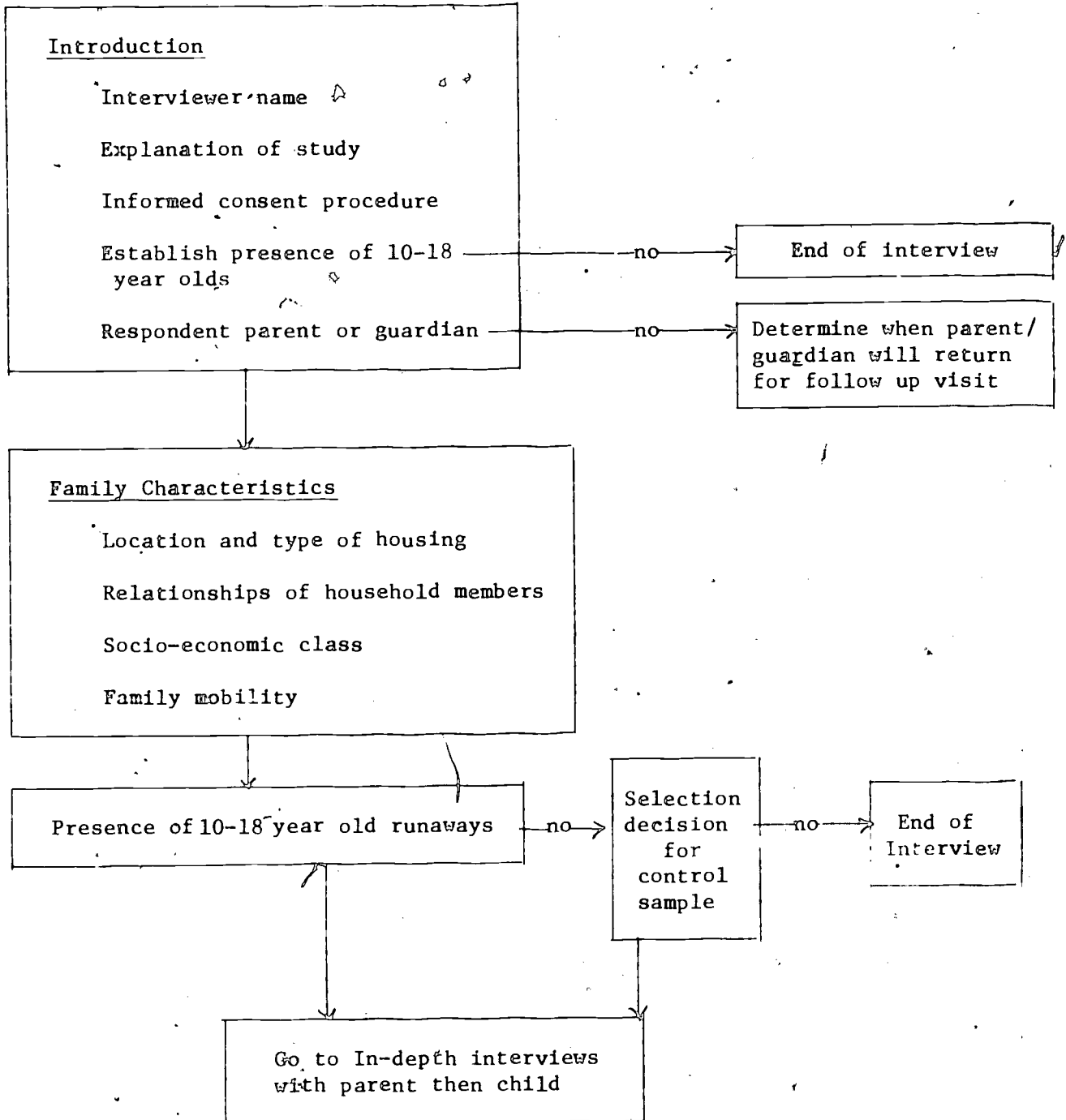
- a) Collect demographic information about families with 10-18 year old children,
- b) Sort these families into categories of runaway, non-runaway and push-out; and
- c) Collect information about families with runaway children that will enable the sorting of these families into simple descriptive categories.

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\* Although the screening instrument used in the present study was administered to parents only, it was found that the episode items administered to the youths were required for an adequate description of the runaway phenomenon.

3. The sequence of questions and decision points is shown in Figure 5 below,

Figure 5  
Interview Structure





## Overall structure of data collection instruments

1. Screening Instrument

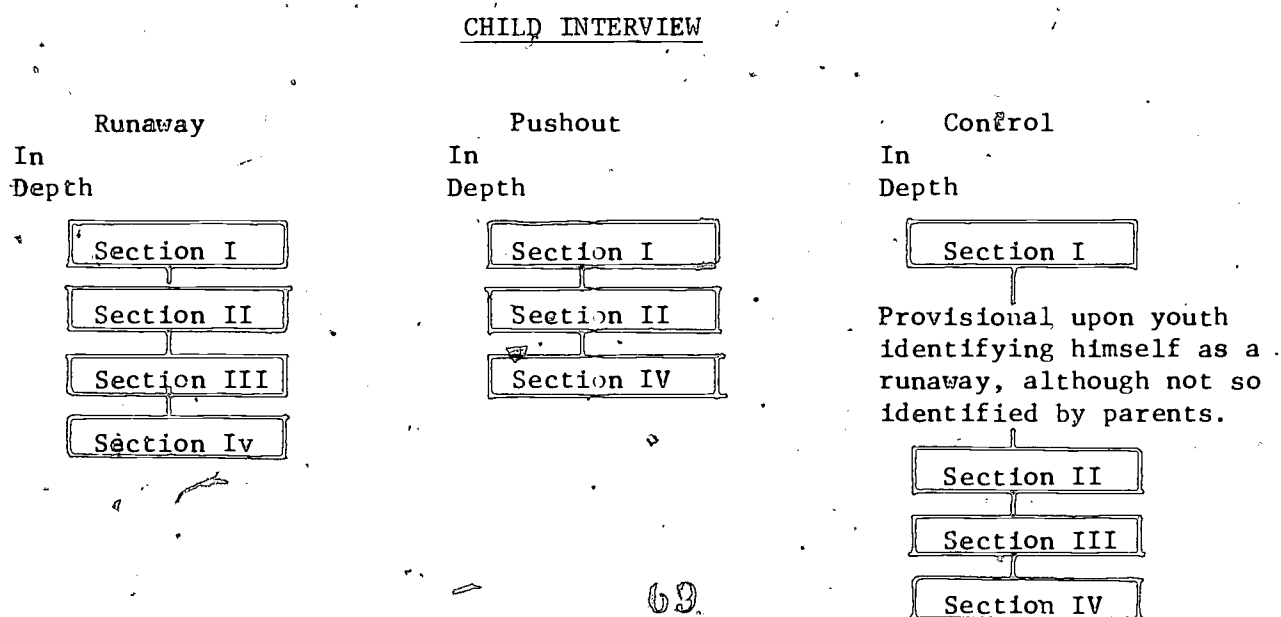
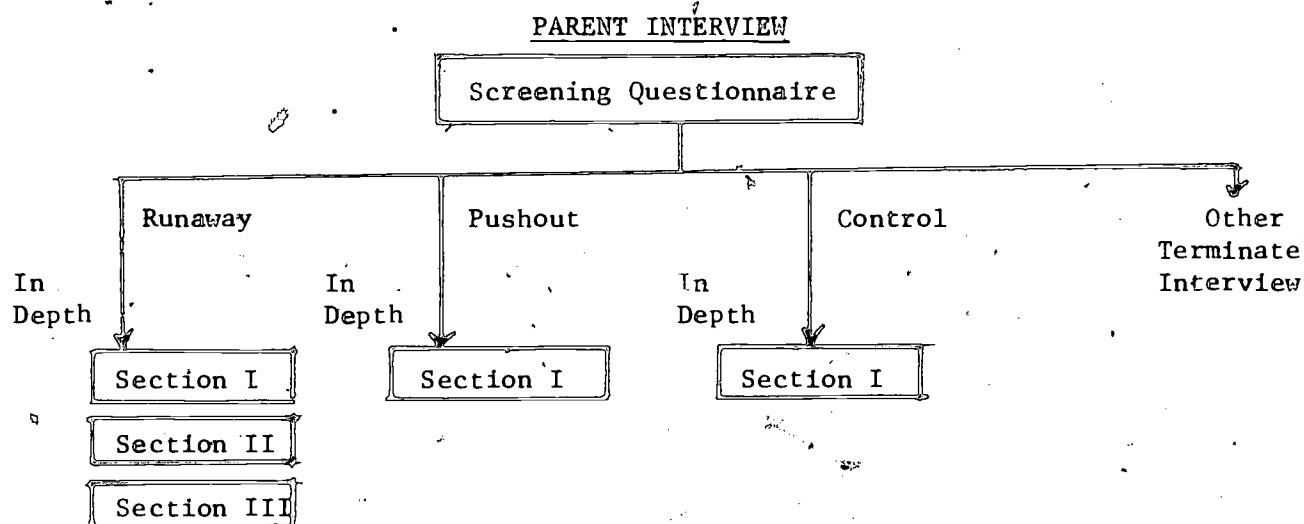
## Subcomponents:

- I. Introduction
- II. Family Demographic Information
- III. Identification of Runaway

2. In-depth Instrument

## Subcomponents:

- I. Etiological and Sociological
- II. Runaway Episode Information
- III. Services Utilized and Desired
- IV. Continuation of Etiological and Sociological



The decision to collect demographic and family structure information about families with teenage children prior to the determination of the existence of a runaway, was based on the desire to have as accurate a picture as possible of the incidence of various types of families.

Once this general classificatory material was established, the potentially sensitive questions dealing with runaway and push-out behavior were asked.

The relationship between types of family and forms of runaway behavior, including non-runaway could thus be ascertained.

The operational definition of a runaway

A lack of agreement in the literature on the meaning of the term "runaway," (see Walker, 1975 for a discussion) prompted us to adopt an explicit behavioral definition within the screener. The criterion which we adopted is common, and central, to most of the definitions which we found in the literature, i.e., that the youth be absent from home for some period of time without the permission or consent of his parents or guardians. This is followed later in the in-depth questionnaire by a subjective definition, i.e., "Was the child actually running away?"

The behavioral definition was used to "screen in" candidates for the full in-depth interview. Question 27 of the screener asks "During the last year, have any of the 10-18 year olds been gone from home without your permission or consent?" Since ALL cases giving an affirmative response to this question were given the full in-depth questionnaire, it is possible to further differentiate runaways according to the numerous other criteria which have been utilized in the runaway literature as part of the definition of the term "runaway," i.e., time away from home, distance

traveled, running to..., running from..., psychological characteristics, and so on.

The use of this procedure to screen in all potential runaways followed by the full characterization and description of these cases over all of the relevant definitional traits enables a thorough investigation of the behavior under study. At the same time, this approach gives optimal flexibility in examining the incidence and nature of a variety of types of runaway behavior. It allows for a flexible search for alternative forms of definition of runaway behavior.

#### The Augmentation of the Definition Through the Addition of "Time Away from Home"

The simple global definition adopted above has the potential flaw that it could screen in too many trivial cases (e.g., away from home simply to play ball for two hours). Therefore, as a precaution, an additional criterion was provisionally added to the definition--"time away from home." Psychologically, "time away from home" is not central to the runaway motives and background. The same set of motives and background could presumably lead to an attempt to run away which is intercepted after only, say, one hour. However, the precautionary device of noting the "maximum time away" was adopted for the purpose of checking on the possibility of the "screen in" of too many trivial cases. In the first few hundred interviews, a very careful check was made of the various lengths of time associated with absences from home without parental permission. This check included an examination of the number of "trivial" cases that were being screened in, the refusal rate, and the number of false negatives (cases where a youth indicated that he had run away although the runaway incident was not identified by the parents). The outcome of this check indicated that no substantial changes to the questionnaire

items were required. The details and outcomes of the procedural checks are provided in Appendix J. Many prior definitions, especially legal definitions, have utilized specific time periods, e.g., 24 hours or overnight, as part of the runaway definitions.

#### Additional Information Included in the Screener

In addition to runaway items, other items have also been included to discover the incidence of "pushout." Both "runaway and pushout" families were given the in-depth interview.

The information to be collected by the screener is outlined below:

1. Presence of 10-18 year-old children living in the household.
2. Demographic characteristics of children (including runaway child if identified) living in the household.

Age  
Sex  
Ethnicity  
Years lived in household  
Grade  
Employment  
Religion

3. Demographic characteristics of the family

Location and type of housing

Delineation of persons who live in the household by age, sex, ethnicity, relation to head of household, relation to runaway youth, marital status, education, occupation, employment, and length of time on job, religion, length of time in household

Family income

Family mobility--moving pattern

4. Presence of 10-18 year-old runaways/pushouts

## Episode Questionnaires

The purpose of the episode questionnaires is to obtain descriptive information about the runaway or pushout episodes. Since there are differences in the experiences of adults and of the runaway youth during the time the youth is gone from home, there are separate parent and youth episode questionnaires. Each questionnaire emphasizes the information that would be most relevant to the parent or to the child respectively.

The episode questionnaires provide information for determining the incidence of different kinds of runaway episodes and for answering specific questions, such as questions about differences in runaway behavior between age groups, when the "family pattern" is held constant. In addition, when combined with information from the screener and in-depth interviews, the episode questionnaires allow the creation of typological structures of runaway which should aid the integration of etiological, social, and psychological variables with the behavioral runaway variables.

The information collected by each of the episode questionnaires is outlined below.

### EPISODE QUESTIONNAIRE--PARENT

Frequency--number of times youth has run away

For the first and last (most recent) episode

Date youth left home and total duration of episode

Parental Response

Initial reaction

Report youth missing

Sign warrant for the arrest of the youth

Intended destination of youth (if known)

### Services questionnaires

The function of the services questionnaires is to determine what services were utilized by either parents or runaway child before, during, or after the runaway episode and to determine their satisfaction with these services. In addition, the respondents are asked to describe any other services that they felt would have been valuable to them at these times had those services been available. The frequency of use of various services were tabulated separately for parents and youth and the level of satisfaction experienced with the various services was scored on a 1 to 5 scale. The number of requests for additional services is also presented in tabular form.

### The "In-depth" Questionnaires: Social and Personal Variables

The structuring of the "In-depth" questionnaires follows closely from our earlier discussion concerning the social and psychological perspective on runaways. Variables from the earlier theoretical positions were systematically included to cover social learning theory, strain theory, control theory, and labeling theory. This coverage allows for a testing of the multiple hypotheses which stem from these perspectives. The state of knowledge within the runaway literature is not such that any firm commitment to a single explanatory orientation would be advisable. Therefore, although some of the more likely explanatory frameworks have been included, we also attempted to include many of the variables which have been implicated by the previous empirical studies of runaway youth (see Brennan et. al. 1974, Walker 1974, Suddick 1973). Our approach, therefore, has been integrative and eclectic.

Three domains of the social system are examined in some depth; the School context, the Peer context and the Family context. (See Figure 6.) The family

Figure 6  
Theoretical Variables Investigated\*

## SOCIAL SYSTEM

School Grades, Grade Failure (Y)  
 Extracurricular Activities (Y)  
 Negative Labeling: Teachers (Y)  
 Educational Aspiration and Opportunity (Y)  
 Occupational Aspiration and Opportunity (Y)  
 Attitudes Toward School (Y)

Number of Friends (Y)  
 Time Spent with Friends (Y)  
 Peer Delinquency (Y)  
 Normative Pressures (Y)  
 Attitudes Toward Peers (Y)  
 Negative Labeling: Peers

Kronfenbrenner Parent Behavior Scale (PY)  
 Parent Satisfaction with Child's Behavior (PY)  
 Differential Treatment (Y)  
 Parental Rejection (Y)  
 Child's Rejection of Parents (Y)  
 Parental Tolerance of Deviance (P)  
 Parental Tolerance of Child's Deviance (P)  
 Mother's Powerlessness (P)  
 Mother's Self-Esteem (P)  
 Mother's Social Estrangement (P)  
 Family Disruption (P)  
 Marital Conflict (PY)  
 Parental Demands for Academic Achievement (P)  
 Negative Labeling: Parents (P)

## PERSONAL SYSTEM

Powerlessness (Y)  
 Self-Esteem (Y)  
 Social Estrangement (Y)  
 Normlessness (Y)  
 Self-Reported Delinquent Behavior (Y)

- \* P indicates the variable was measured by parent report.  
 Y indicates that the variable was measured by youth report.

as perhaps the most powerful socializing agent, receives special elaboration. A further general category of variables looks at the personal characteristics of runaway youth. In this class we deal with those behavioral and personality variables which are potentially relevant to runaway behavior. It should be clear to the reader that the choice of variables for this section has the following general objectives.

1. Prediction of runaway behavior. In our review of the literature, and in our own prior empirical research, a number of variables have been identified as predictors of runaway behavior. Most of these variables are included within the following battery of measures (e.g., Self-concept, Parental rejection, and so on. See Brennan, et. al., 1974, Walker, 1974).

2. Explanation of runaway behavior. The diverse and fragmented literature offers many different "explanations" of runaway behavior. By attempting to integrate many of these into one overall framework within a single study we hope to clarify the manner in which these theoretical statements "fit" the real runaway cases under study. We expect, as stated in the earlier section dealing with the theoretical issues that there may be differential applicability of these explanatory frameworks to different "types" of runaways.

3. Differentiation of runaways from non-runaways. Many of the variables included within the present battery have been found in prior research to give good differentiation between runaways and non-runaways. Additionally, since we are interested in the typological study of runaways the selection of variables should have the power to differentiate between different types of runaways--both at the explanatory level and at the behavioral level.



## Variables Included within the Explanatory/Predictive Set

In this section we will present each of the major contextual domains within which variables have been measured. The items and scales are found in Appendix D. The overall scheme is presented in Figure 6.

### School Context

1. School grades and grade failure. Academic attainment measures have been found to significantly differentiate between runaways and non-runaways, see Shellow (1967), Goldmeier (1973) and Brennan et.al., (1974). Items developed by Coleman et.al. (1966) were utilized to assess course grades and academic failure.

2. Extracurricular activities. Membership in diverse social, sports recreational and cultural groups has been implicated in differentiating between runaways and non-runaways. Shellow (1967), D'Angelo (1974) and Brennan, et.al. (1974) all found that runaways tend to be less involved in such activities than non-runaways.

3. Aspiration/Opportunity disjunctions. The gap or disjunction between the educational aspirations and the perceived opportunity to attain these objectives has been found to be associated with both delinquent behavior and other related variables (e.g., alienation, powerlessness) see Elliott and Voss (1974), Hirschi (1969), Short (1964). D'Angelo (1974), Goldmeier (1973) and Brennan et.al., (1974) found that runaways had lower educational aspirations than did non-runaways. The disjunction variable for occupational opportunity similarly has been included within this present study.

4. Attitudes towards school. Liking for, and enjoyment of school appears to further differentiate runners from non-runners. This variable has also been found to differentiate between different "types" of runaways [for example,

see Goldmeier (1973); Hildebrand (1963), Berger and Schmidt (1958), Brennan et.al. (1974).]

5. Negative labeling by teachers. The imposition of negative, demeaning social labels on youth, as opposed to positive labels has been implicated both in theoretical explanations of delinquency (Elliott and Voss, 1974) and in empirical work on runaways (Goldmeier, 1973; Brennan et. al., 1974). The BREC (1974) negative labeling scale has therefore been included.

#### Peer Context

1. Number of friends. Using this measure we assess the numbers of "close" friends which both runaway and non-runaway youth claim to have. There is some confusion in the literature regarding the question of whether runaways are "loners" or highly gregarious (D'Angelo, 1974; Brennan et. al., 1974).

2. Time spent with friends, or alone, or with family. This variable should complement the "number of friends" item in indicating the relative influence of peers or parents on the child's behavior. Additionally, it should be useful in differentiating between different kinds of runaways. D'Angelo (1974) has argued for the importance of this measure.

3. Attitude towards peers. Positive or negative attitudes towards peers are assessed by this measure (see Hirschi, 1969; Elliott and Voss, 1974).

A number of theoretical and empirical papers have suggested the relevance of this measure in the study of runaway youth (Goldmeier, 1973; Leventhal, 1963; Goldbert, 1972; Brennan et. al., 1974).

4. Normative pressures of friendship group. This scale assesses the extent of pressure towards conforming behavior or deviant behavior felt by a youth from his friendship group. At a theoretical level this variable is crucial in differentiating between runaways involved in group or gang activities

as opposed to more isolated individual motivations (BREC, 1974). This variable is implicated in explanations of runaway behavior stemming from control theory, sub-cultural theories, and social learning theories.

5. Delinquent versus non-delinquent behavior of friends. This scale assesses the amount of delinquency exhibited by the respondent's friends. D'Angelo (1974) has reported empirical findings to indicate the importance of peer deviant behaviors in the study of runaways. At the theoretical level, the amount of peer deviance is integrally involved in both strain theory and social learning theory.

#### ( Family Context

1. Intra-parental conflict. This variable measure the amount of conflict between the parents of the youth. Shellow (1967) and D'Angelo (1974) have both found empirical relationships between this kind of variable and runaway behavior.

2. Child's rejection of the family. This measure provides an indication of the degree to which the child rejects his parents and family. Sewall and Haller's (1959) scale has been used. This variable has been shown in a number of research studies to be useful in studying runaway youth, see Goldmeier (1973) and Berger and Schmidt (1958).

3. Parents' rejection of the child. This variable complements the previous measure in that it assesses the degree to which the child perceives that his parents are rejecting him. In prior runaway research, Jenkins (1971), Goldmeier (1973) and Brennan et.al. (1974), have found that this variable successfully differentiated between runaways and non-runaways.

4. Differential treatment of siblings. This scale assesses the degree to which the youth feels that he or she is treated either better or worse than

the other siblings in the family. Beyer (1974) has found that this variable was useful in describing certain kinds of runaway situations.

5. Parent-child relationships scales. This complex area is assessed by the scales developed by Bronfenbrenner as reported in Siegelman (1965). A variety of the important aspects of parent-child relationships have been implicated in the prediction and description of runaway behavior, see Goldmeier, (1973), Brennan et. al. (1974), D'Angelo (1974), Hildebrand (1963), Robey (1964). In most of this earlier work, a wide coverage of the different aspects of parent-child relationships was not achieved. The Bronfenbrenner scales cover a range of descriptors of parent-child relationships. The fifteen sub-scales are as follows:

- a. Nurturance. The provision of satisfactions, comforts when needed, and a general caring for the youth.
- b. Affective reward. Provision of overt praise and affection.
- c. Instrumental companionship. Provision of help in such things as hobbies, handiwork, schoolwork, etc.
- d. Prescriptive. Expectations that the child will conform to certain tasks and requirements.
- e. Social isolation. Punishment by means of social isolation.
- f. Expressive rejection. Nagging, scolding, and the negative comparison with other children.
- g. Physical punishment. Both the threat and the actuality of physical punishment.
- h. Deprivation of privileges. Punishment through the withholding of certain favorite privileges.

i. Protectiveness. Worrying about the child, and placing constraints on the child in order to "protect" the child.

j. Power. Withholding autonomy from the youth in a variety of different decision-making situations.

k. Achievement demands. Insistence that the youth be a high achiever, and that he or she do better than most other youth.

l. Affective punishment. Punishment through making the youth "feel bad or rejected."

m. Principled discipline. The use of explanation and principles to justify any punishment.

n. Indulgence. Weakness and malleability as shown by the parent in dealing with the youth. Youth can manipulate the parent.

It should be clear that the above statements are over-simple abbreviations of each of the sub-scales and that the full battery of statements and the explanations given in the original papers by Siegelman (1965) provide a more thorough account of each sub-scale.

6. Parents' satisfaction with child's instrumental behavior. This scale examines the degree to which the youth perceives his parents as generally satisfied or dissatisfied with his behavior. Farber and Jenne's (1963) scale has been used. In previous research on runaways, Brennan et. al. (1974) found that parental dissatisfaction and rejection as perceived by the child was significantly correlated with runaway behavior.

7. Parental attitudes towards deviance. This scale, as developed by Jessor and Jessor (1974) is designed to assess parental tolerance of deviance with regard to both legal and moral norms. It forms an integral part of the social learning explanation of deviant behavior and has been found to contribute significantly to the explanation of problem behavior in youth.

8. Parental attitudes towards deviance in the child

This scale also stems from the work of Jessor and Jessor (1974). It is designed to assess paternal attitudes towards deviant behavior in their own children.

9. Parental labeling of the child. The imposition of negative labels upon a child has been found to be strongly associated with runaway behavior in past research, see Brennan et. al. (1974).

10. Parental demands for academic achievement. This original scale assesses the level of parental demand for academic achievement on the part of the youth. Spergel (1967), Hirschi (1969), Elliott (1962) and Short (1964) have indicated the importance of this kind of variable in the explanation of youthful deviant and runaway behavior.

11. Family disruption and life events. Structural disruptions within a family e.g. divorces, deaths, serious illnesses, have been implicated in the explanation of, and the precipitation of, runaway behavior on the part of youth [see D'Angelo (1974), Ambrosino (1971), Homer (1973), Hildebrand (1973), Foster (1962), Beyer (1974) and Brennan et. al. (1974)]. The present measure of such family disruptions has been developed from the larger version presented by Paykel (1969) and his associates. An added advantage of the present measure is that it allows the temporal sequences of disruptive events to be identified. To the extent that structural disruptions in the home can be identified as occurring prior to the runaway event, explanations approaching the causal can be formulated.

12. Mother's self-esteem. This 10-item scale is identical to that which is given to the youth. It is designed to assess the mother's sense of personal worth and self-respect. The scale was designed by Rosenberg (1965). It should

be important in filling out the socialization environment of the youth within the family. It should cover some of the issues related to the explanation of runaway through social learning and modeling behavior.

13. Mother's social estrangement. This variable is designed to measure the degree to which a person feels alienated and socially isolated from the larger society. The scale utilized in the present research is that designed by McClosky and Schaar (1963). This scale is identical to that which is used in the youth interview. As with the above measure of mother's self-esteem this scale should be useful in providing a more thorough understanding of the socializing processes within the family as it relates to the runaway child's personality.

14. Mother's powerlessness. This variable measures the degree to which the mother feels some sense of personal control or power over her life. The present measure is one of two factors which have been derived from Rotter's (1966) Internal vs. External control scale.

#### The Personal System

1. Youth sense of powerlessness. This scale measures the youth's sense of control over the events of his/her life. The concept is similar to that developed by Rotter (1966) dealing with external vs. internal locus of control. The scale used is the short form of the Nowicki-Strickland Personal reaction survey (Nowicki and Strickland, 1973). This variable has been previously implicated in differentiating between runaways and non-runaways, and in defining different "types" of runaways (see Brennan et. al. 1974).

2. Self-esteem. The self-esteem scale of Rosenberg (1965) has been used in the present survey. A variety of investigators of runaways have suggested that runaways are characterized by having low self-esteem (see Shinohara and Jenkins, 1971; Brennan et. al., 1974; D'Angelo, 1974; and others).

However, there is some confusion regarding the heterogeneity of runaways since it has also been found that certain classes of runaways are not characterized by low self-esteem. The typological work of Brennan et. al. indicated that self-esteem could be an important differentiating feature between different "modal types" of runaway youth.

3. Social estrangement. The scale used here, to assess youth alienation is identical to that used for the parent, i.e., the McClosky and Schaar (1963) scale. Both empirically and theoretically this variable has been important in prior research on runaways (see Walker, 1974).

4. Normlessness. This variable measures the degree to which the youth believes that unapproved behaviors are required in order to achieve certain desired and generally socially approved goals. Again both in the theoretical explanations of problem behavior in youth and in actual empirical research dealing with runaways (see Brennan et. al., 1974) this variable has been found to be important.

5. Self-reported delinquency. This scale consists of the same set of items that were used to assess "friends" delinquent behavior. Since runaway activity is developed much more elaborately in other parts of the questionnaire this single item was deleted. The overall delinquent behavior scale is administered to all youth in the study. Two other self-reported delinquent behavior scales were included to assess the amount of delinquent activity during the actual runaway episodes, and to assess the amount of delinquent activity in the two months prior to the youth running away. These latter two scales, of course, are applied to runaways only. The inclusion of these scales dealing with delinquent activity should allow the runaway event to be seen within the overall perspective of problem and delinquent behavior of both runaway and non-runaway youth.



### 3.2 SCALE CHARACTERISTICS

The theoretical scales were analyzed with respect to their reliability (Cronbach's Alpha) and homogeneity (Scott's H.R.). The scale characteristics are summarized in Tables 1 and 2. Considering the scale lengths, which are sometimes very short, the inter-item reliabilities are adequate for the most part. There were several exceptions. The Principled Discipline scale from the Bronfenbrenner Parent Behavior Inventory exhibited very low reliability when administered to parents. The parent version of the Prescriptiveness scale which is also from the Parent Behavior Inventory also proved to have inadequate scale characteristics.

Commitment to Peers, a two item scale, was completely unreliable. A final scale whose reliability was rather low considering its length was the Differential Treatment scale. Three items of the original ten were deleted resulting in a seven item scale with barely adequate reliability.

The corresponding parent and child versions of the Parent Behavior subscales tended to correlate quite highly. In each case the correlations between the parent and child versions were significant at better than the .025 confidence interval. The correlations for the corresponding parent and child scales ranged from a low of .11 for Prescriptiveness and Affective Punishment to a high of .58 for Power. These intercorrelations are presented in Table 2a. The items which comprise the theoretical scales are presented in Appendix D.

Table 1 Scale Analysis of Parent Indepth-Items

Inventory Item Numbers	Scale Name	Acronym	Number of Items	Scoring Direction, Item Range	Reversed Items	Reliability	Homogeneity
1. 1-10	Self esteem	S-E	10	4=hi, 1=lo	3, 5, 8, 9, 10	.814	.314
2. 11-19	Societal Estrangement	SET	9	2=hi, 1=lo		.770	.277
3. 20-24	Powerlessness	I-E	5	2=hi, 1=lo	20, 23	.556	.207
4. 25-37	Parental attitudes against deviance	PDV	13	4=hi, 1=lo		.801	.283
5. 38-49	Life events	LIF	12	3=hi, 1=lo		.629	.136
6. 50-53	Marital conflict	NAR	4	6=hi, 1=lo		.708	.467
7. 54-67	Parental dissatisfaction	SAT	14	3=hi, 1=lo		.865	.319
8. 68-70	Parental achievement demands	ACH	3	4=hi, 1=lo		.518	.369
9. 71-84	Parental attitudes against child deviance	CDV	14	4=hi, 1=lo		.828	.285
10. 85-87	Nurturance	N	3	5=hi, 1=lo		.641	.382
11. 88, 113, 114	Affective reward	AR	3	5=hi, 1=lo		.590	.333
12. 89, 115, 116	Instrumental companionship	IC	3	5=hi, 1=lo		.667	.406
13. 90, 117, 118	Affiliative companionship	AC	3	5=hi, 1=lo		.520	.294
14. 91, 119, 120	Prescriptiveness	PRE	3	5=hi, 1=lo		.247	.110
15. 92, 93, 121	Social isolation	SI	3	5=hi, 1=lo		.525	.272
16. 94-96	Deprivation of privileges	DP	3	5=hi, 1=lo		.635	.369
17. 97, 98, 128	Protectiveness	PRO	3	5=hi, 1=lo		.421	.196
18. 99-191	Power	POW	3	5=hi, 1=lo		.657	.394
19. 102-104	Achievement demands	AD	3	5=hi, 1=lo		.646	.386
20. 105-107	Affective punishment	AP	3	5=hi, 1=lo		.518	.281
21. 108-110	Principled discipline	PD	3	5=hi, 1=lo		.125	.049
22. 111, 112	Indulgence	I	2	5=hi, 1=lo		.622	.454
23. 122-124	Expressive rejection	ER	3	5=hi, 1=lo		.549	.307
24. 125-127	Physical punishment	PP	3	5=hi, 1=lo		.798	.597
25. 129-134	Parental negative labeling	PNL	6	7=hi, 1=lo	129, 131, 132, 133	.813	.429

Table 2 SCALE ANALYSIS OF YOUTH INDEPTH ITEMS

Inventry Item Numbers	Scale Name	Acronym	Number of Items	Scoring Direction, Item Range	Reversed Items	Reliability	Homogeneity
1.	Grade in English	GIE	1	5=hi, 1=lo			
2.	Grade overall	GOA	1	5=hi, 1=lo			
3.	Track	TRK	1	3=hi, 1=lo			
4.	Repeated Grade	RPY	1	4=hi, 1=lo	4		
5.	Time spent on school activities	TSE	1	5=hi, 1=lo			
6.	School involvement	SIN	1	10=hi, 5=lo			
7.	School aspiration for involvement	SAS	1	10=hi, 5=lo			
8.	School involvement- aspiration dis- junction	SDJ	1	10=hi, 4=lo			
9.	Negative labeling- teachers	NLT	6	7=hi, 1=lo	10, 12, 13, 14	.818	.437
10.	Educational aspira- tions	EDA	1	5=hi, 1=lo			
11.	Educational expectations	EDE	1	5=hi, 1=lo			
12.	Education aspiration- Expectation dis- junction	OCA	1	10=hi, 7=lo			
14.	Occupational expect- ation	OCE	1	3=hi, 0=lo			
15.	Attitudes toward School	ATS	8	5=hi, 1=lo		.753	.282
16.	Number of friends	NOF	1	6=hi, 1=lo			
17.	Time with friends	TWF	1	5=hi, 1=lo			
18.	Time with parents	TWP	1	5=hi, 1=lo			
19.	Time with self	TWS	1	5=hi, 1=lo			
20.	Commitment to peers	CTP	2	5=hi, 1=lo		-.037	-.018
21.	Normative pressures of friendship group	NPF	8	5=hi, 1=lo	37, 39, 41, 43	.689	.225
22.	Friends delinquency	FDQ	18	4=hi, 1=lo		.842	.265

# SCALE ANALYSIS OF YOUTH INDEPTH ITEMS (Con't)

Inventory Item Numbers	Scale Name	Acronym	Number of Items	Scoring Direction, Item Range	Reversed Items	Reliability	Homogeneity
23. 63, 64, 82	Affective Reward	AR	3	5=hi, 1=lo		.649	.384
24. 65, 66, 83	Instrumental Companionship	IC	3	5=hi, 1=lo		.731	.482
25. 67, 68, 84	Affiliative Companionship	AC	3	5=hi, 1=lo		.642	.383
26. 69, 70, 85	Prescriptiveness	PRE	3	5=hi, 1=lo		.474	.244
27. 71, 86, 87	Social Isolation	SI	3	5=hi, 1=lo		.631	.375
28. 72-74	Expressive Rejection	ER	3	5=hi, 1=lo		.626	.360
29. 75-77	Physical Punishment	PP	3	5=hi, 1=lo		.732	.486
30. 78, 91, 92	Protectiveness	PRO	3	5=hi, 1=lo		.541	.283
31. 79-81	Nurturance	N	3	5=hi, 1=lo		.739	.492
32. 88-90	Deprivation of Privileges	DP	3	5=hi, 1=lo		.634	.369
33. 93-95	Power	POW	3	5=hi, 1=lo		.755	.505
34. 96-98	Achievement Demands	AD	3	5=hi, 1=lo		.693	.433
35. 99-101	Affective Punishment	AP	3	5=hi, 1=lo		.474	.234
36. 102-104	Principled Discipline	PD	3	5=hi, 1=lo		.505	.255
37. 105-106	Indulgence	I	2	5=hi, 1=lo		.656	.490
38. 107-120	Child's perception of parental dissatisfaction	PST	14	3=hi, 1=lo		.815	.240
39. 121-127	Child's rejection of parents	CRP	7	5=hi, 1=lo		.774	.331
40. 128-132	Child's perception of parental rejection	PPR	5	5=hi, 1=lo	128, 130	.656	.285
41. 133-139	Differential treatment	DT	7	5=hi, 1=lo	134, 136, 138	.436	.103
42. 143-146	Perceived marital conflict	PMC	4	6=hi, 1=lo		.788	.542
43. 147-166	Powerlessness	PWL	20	2=hi, 1=lo	150, 159, 166	.683	.099
44. 167-176	Child's self esteem	CSE	10	4=hi, 1=lo	169, 171, 174, 175, 176	.782	.270
45. 177-182	Normlessness	NRM	6	4=hi, 1=lo	180, 181	.760	.351
46. 183-191	Societal Estrangement	EST	9	2=hi, 1=lo		.636	.165

# SCALE ANALYSIS OF YOUTH INDEPTH ITEMS (Con't)

Inventory Item Numbers	Scale Name	Acronym	Number of Items	Scoring Direction, Item Range	Reversed Items	Reliability	Homogeneity
47.	Self-reported deliq. Battery	SRD B	17	4=hi, 1=lo		.791	.239
48.	Self-reported deliq. (before running)	DQB	3	2=hi, 1=lo		.603	.397
49.	Self-reported deliq. (during running)	DQD	17	4=hi, 1=lo		.846	.267
50.			15	4=hi, 1=lo		.839	.294

Table 2a  
CORRELATION BETWEEN PARENT AND CHILD VERSIONS OF THE PARENT BEHAVIOR SCALE

<u>SCALE</u>	<u>r</u>	<u>P</u>
Nurturance	.27	.0005
Affective Reward	.20	.0005
Instrumental Companionship	.31	.0005
Affiliative companionship	.31	.0005
Prescriptiveness	.11	.025
Social Isolation	.39	.0005
Deprivation of Privileges	.21	.0005
Protectiveness	.38	.0005
Power	.58	.0005
Achievement Demands	.29	.0005
Affective punishment	.11	.025
Principles discipline	.14	.01
Indulgence	.27	.0005
Expressive Rejection	.35	.0005
Physical Punishment	.54	.0005

N = 324

### 3.3 SAMPLING AND INCIDENCE ESTIMATION

The runaway study makes use of two different samples--a probability sample and a purposive sample. These samples and their intended uses are described in this section.

A major goal of this study is to test the feasibility of estimating the incidence of runaway through a survey technique. Since, for all practical purposes, it is impossible to interview all households in even a small area of the country, it becomes necessary to estimate the incidence of runaway from the incidence observed in some selected subset of households. Which households are to be selected is the question addressed by the probability sample.

The purposive sample consists of households known to have experienced a runaway during the last year. These households were identified by agencies which work with runaway youth. The function of the purposive sample is to provide data from a large number of households which have a runaway youth. An initial function of the purposive sample (although not realized, as indicated below) was to determine whether families with known runaways would reliably acknowledge the runaway incident.

#### The Probability Sample

The probability sample covers two major areas, an urban-suburban area and a rural area. The urban-suburban sample consists of 2000 households in the urban-suburban portion of the Denver SMSA and the rural sample consists of 540 households in rural northeast Colorado.

The sample in each area is of the stratified multi-stage cluster type. The sample frame for these areas results from an augmentation of a sample frame constructed for the Colorado Drug and Alcohol Abuse Study (BREC, 1973).

The Drug Use Study and the current study make use of modified block groups (MBG's) and modified enumeration districts (MED's) as primary sampling units. These are essentially the block groups and enumeration districts delineated by the Census Bureau, but they have been collapsed or divided to produce areas of approximately equal population which cover the areas to be sampled.

For a given area, MBG's and MED's are randomly selected. Within MBG's ten blocks are selected at random and the households of each selected block are enumerated. Within MED's all households are enumerated. From the resulting sample frames, 80 households are chosen from each selected MBG or MED. Within MBG's, households are selected from enumerated blocks on a proportionate to block size basis. Within ED's, households are chosen by simple random sampling.

In those blocks or MED's previously used by the Drug Use Study, the previously enumerated sample frames were used by the present study, but the present study included a completely new sampling of households.

The Denver SMSA sample is based on a sample of 25 BG's yielding a  $25 \times 80 = 2000$  household sample size. The rural N.E. Colorado sample consists of eight MBG's-MED's for a  $8 \times 80 = 640$  household sample size.

#### Estimation and confidence limits

The estimation for each major region of the study is based on stratified two or three stage cluster sampling, with equal probability of selection at each stage. Since the desired estimates are 1) percent of youth who run away and 2) percent of "youth households" which have a runaway, ratio estimates were employed. In all cases the combined ratio estimate and its estimated variance are used. Formulas for these estimates are presented in Hansen, Hurowitz, and Madow, Vol. I (1953, Ch. 7) with derivations available in Vol II. Equivalent derivations for the two stage sample are also available in Cochran



(Ch.11). Estimates for areas which are combinations of the major regions of the study are the combined ratio estimates, based on the linear combination of the ratios in each region, with the variance being the appropriately weighted sum of the variances within regions. Computer programs were written to perform the calculations.

Confidence limits are determined by utilizing the normal approximation to the distribution of the estimated ratios.

Separate estimates are calculated for the parent report of runaway, for the combined parent-youth report of runaway, and for the serious runaway cases, as described below.

### 3.4 INTERVIEWING PROCEDURES

#### Interviewers

Interviewers were hired locally from the two major geographical areas of the study. By utilizing interviewers who lived in the general area where interviewing occurred, travel costs related to interviewing were minimized. Applicants for the interviewer positions were carefully screened by the project staff. Care was taken to ensure, however, that in all cases the respondent was not personally known to the interviewer. Since middle-aged women have been found to be excellent interviewers for the collection of family data, an attempt was made to select this type of individual. In general, minority interviewers were used in predominantly minority areas. A total of 30 interviewers, 26 females and 4 males, were used in the Denver SMSA samples. Many of these had college degrees in the social sciences or had several years experience in social work. A total of 8 interviewers, 6 females and 2 males, were used in rural N.E. Colorado samples. A college professor acted as the coordinator for the N.E. Colorado interviewers.

All interviewers attended two intensive training sessions. These sessions informed the interviewers of the general outline of the study, insured a high degree of familiarity with the interview schedules, and oriented the interviewers in terms of dress, behavior, manner of asking items, etc., during the actual interview. (The interviewers' manual may be found in Appendix A)

## Structure of the Interview Situation

### Probability Sample

Once the interviewers had been trained, they were provided with a packet of interviews and sent into the field. An address card was attached to each interview, designating the address of one of the preselected households in the sample. Maps were created to assist the interviewers in locating the houses listed on the address cards.

Upon arriving at a household, the interviewers identified themselves, requested the respondents' cooperation, and proceeded through the interview schedule as described in section 3.1 above. The female parent or guardian was used as the adult respondent whenever possible. If this individual was not available, the male parent or guardian was interviewed.

Following completion of the adult interview, if the household had been identified as having a runaway youth or was to be used as a "control" household, permission to interview the appropriate youth was requested and an appointment to interview the youth was made. When the youth was interviewed, his cooperation was requested, and the interview proceeded as described in section 3.1 above.

If upon arrival at a household no one was at home, this was noted on the cover sheet of the interview. Interviewers were required to make a total of four call backs on any one household, each call back being indicated on the

interview, before returning the questionnaire marked not at home. If a potential respondent initially did not make a firm refusal to participate in the study but at least temporarily did not wish to take part, this fact was noted on the interview. These two types of interviews were then assigned to other interviewers who had proven to be exceedingly diligent in finding families at home and had encountered little difficulty in gaining respondent cooperation. This procedure resulted in an overall non-response rate of approximately four percent (see below).

#### Purposive Sample

The structure of the interviews from the purposive sample is identical with that of the probability sample with the following exception: Since the purposive sample respondents were commonly contacted prior to the interview, it was usually possible to make an appointment to do the interview. Thus, the problem of not-at-homes was rarely encountered and the second effort of another interviewer was not required.

#### Informed Consent and Anonymity

The steps used to guarantee the anonymity and informed consent of respondents in the runaway study are described in this section.

##### Informed Consent

Prior to a respondent (either adult or youth) answering any items on the questionnaires, a brief description of the purpose of the study was provided and a request for the respondents' cooperation was made. At that time the respondent, at his own volition, could agree or refuse to participate in the study. Requests to be excluded from the study were honored.

All interviewers were expressly trained and required to obtain the verbal informed consent of all respondents and of the legal guardian of teenaged respondents. The interviewers certified on each questionnaire that this procedure had been followed.

## Anonymity

The major requirement for anonymity is that it be impossible to identify or associate a completed questionnaire with a particular family or household. To meet this requirement, sequential identifying numbers were stamped on the questionnaires. These numbers are matched only with a geographical area (a city block or a rural enumeration district) and not with a particular household. Within geographical areas, households were selected by a non-reproducible random process. The "address"--the street address and physical description of the location--of the selected households were placed on cards and the cards attached to questionnaires. These cards are removed from the questionnaires by the interviewers immediately following the completion of each interview. Thus, with the exception of a list maintained at the research office showing the correspondence between interview numbers and addresses, a questionnaire could be associated only with a geographical area and not a household. (Until all interviews from a given geographical area had been completed, this list was needed for administrative functions and error checking.) When all interviews from a given geographical area were complete the list for that area maintained at the research office was destroyed, thus insuring complete anonymity. Since the questionnaire number - address list is not reproducible, once that list was destroyed, not even the researchers had the capability to match a completed interview with a given household.

In the following, the procedures described above for meeting the anonymity requirement are specified in greater detail.

### Selection of Households

Within the regions sampled, households were enumerated and sequentially numbered. The selection of households was accomplished through computer-generated sequences of random numbers, with the seed of the random number generator being the contents of a real-time clock. This seed was not recorded

and is unknown so that it is impossible to recreate the same list of random numbers or of households.

Once households were selected, their addresses were placed on cards and interview packets were created. These packets consist of an address card attached to a questionnaire, with a sequential identifying number stamped on the cover sheet.

Maps were created to assist interviewers in locating the houses listed on the address cards.

As noted above, each interview is stamped with a sequential identifying number, and each such number is associated with a particular geographical area. A list of the identifying numbers and the associated geographical areas are maintained at the research office for use analyzing the questionnaire results. It should be emphasized that this list associates a questionnaire only with a geographical area and not a particular household.

The resulting "links" between a household, a geographical area, and a questionnaire are illustrated below.

#### Illustration

Randomly Selected Household Number	Address Street Address and Map	Sequential Questionnaire Number	Geographical Area Code
27	1827 46th Ave.	1082	87

As can be seen from this illustration, once the "links" between household number, address, and the questionnaire number are broken, it would be impossible to associate a given questionnaire with a particular household. All that remains is a "link" between a questionnaire and a geographical area.

Immediately upon completion of an interview, the interviewer removes the address card from the interview. Once the address card is removed, in essence,

it is impossible to associate the questionnaire with the household interviewed without the aid of the complete linked list described in the above illustration. These lists were available only to staff of the Behavioral Research and Evaluation Corporation directly involved in the Runaway Project, and they were available only for a short period of time.

#### Destruction of Household Identification Lists

As indicated above the linked lists of house numbers, addresses, maps, and questionnaire numbers were maintained at BREC offices. Until all interviews in a particular geographical area were completed, the lists for that area were required for administrative and error checking procedures. Once all interviews from a given geographical area were completed the lists, address cards and maps for that area were destroyed, so that complete anonymity was assured.

#### Some comments

Within the structure of the research design, the above procedures provided excellent control of the anonymity of respondents. Immediately upon completion of an interview only professionals of the BREC staff had the capacity to associate the questionnaire with a given household and this capability lasted only for a short time. When all questionnaires from a given area were complete, the procedures produced complete anonymity. Not even staff of the project could then match questionnaires with households. Furthermore, which households were interviewed was no longer known.

### 3.5 PROBABILITY RUNAWAY SAMPLES

#### Parent report

Within the probability sample, some subset of households will be identified by parents as having experienced a runaway during the last year. This subset is referred to as the probability runaway sample--Parent Report. As indicated in section III A, both a parent or guardian of the runaway youth and the runaway youth were interviewed, whenever the youth was available.

#### Combined parent-youth report

In some instances, a youth in the control sample (see below) indicated that he or one of his siblings had runaway even though his parents had denied such an occurrence. For this reason a second runaway sample was constructed which contained all of the cases of parent report of runaway together with the youth-only reported cases of runaway. For simplicity, this combined sample will be called the probability runaway sample.

#### Serious Runaway

A third sample made up of cases of runaway which were more serious in nature was also constructed. The runaways in this sample had been absent from home for at least 24 hours and most had been gone several days or longer. This sample will be referred to as the serious runaway sample.

A breakdown of these samples by time gone from home and by whether the incident was considered a runaway by the various respondents is provided in Table 6.

Similar results are given for the purposive sample, which is described below.

These samples provide an indication of the incidence of runaway and, in addition, provide in part, the basis for drawing inferences about the etiology, course, and termination of runaway episodes.

For this project, runaway was determined by two criteria. These are: 1. Youth, gone from home without parental permission for more than eight hours and/or 2. gone from home with the specific intent of running away. The criterion for serious runaway was absence from home for 24 hours or more.

#### Probability non-runaway or control sample

The probability "control" sample consists of a sample of those families in the probability sample which have 10-18 year old youth but which have not experienced a runaway during the last year. The function of the "control" sample is to provide information about "non-runaway families" so that comparisons between "runaway" and "non-runaway" families can be made.

The control sample consists of a selection of approximately 12 such "non-runaway" households contacted in the probability sample in each of the 25 MBG's sampled in the Denver SMSA and a selection of eight such households in each of the eight MBG's-MED's sampled in N.E. Colorado. As indicated in 3.1 both a parent or guardian and a "randomly" selected youth from each control household were interviewed.

The selection of the youth was carried out by the interviewer at the time of the adult interview. The 10-17 year old youths were listed by decreasing age. The interviewer then referred to a table included in the interview schedule which indicated which youth was to be interviewed. A series of eight tables were constructed and one table included in each adult interview. In essence, these tables insure that each youth, in a household with a given number of youth, has an equal chance of being selected (see Kish, 1949, Ch. 11).

#### Purposive sample

The purposive sample consists of families known to have experienced a runaway youth during the last year. These families were identified by certain agencies



who dealt directly or indirectly with runaway youth (police, welfare, social services, runaway houses). The function of the purposive sample is to provide in-depth data from a large number of "runaway families" so that sufficient information about these families and about runaway episodes would be available. As with the probability runaway sample, both a parent and the runaway youth were interviewed.

Originally the purposive sample was, in part, designed as a check on the accuracy of parent report of runaway in the probability sample. However, with the exception of a few families, the procedure required for the identification of a "runaway family" prevented the use of this sample for that purpose. In order to protect the privacy of families, the procedure standardly involved the prior contact of the family by phone or letter requesting permission for an interview, and in some cases respondents were told that the interview concerned runaway. Thus, the interview situation was far different from the unannounced arrival of an interviewer, as was the case in the probability sample. The usefulness of this sample as a check on parent report in the probability sample was thus largely negated.

The requirements that lead to the necessity of using a prior contact procedure, involving court approvals and agency decisions, are explained and documented in Appendix (H).

Probability Sample -- Sample Sizes and Non-response Rates--Households

	Sample Size	Not at Home	Refusal	Total Non- Response	Non- Response Rate
N. E. Colorado	640	28	10	38	.059
Denver SMSA	2000	14	55	69	.035
Total	2640	42	65	107	.040

Purposive Sample -- Sample Sizes and Non-response Rates -- Households By Source of Sample

Initial contact by police was by letter. The remainder were initially contacted by phone.

	Initial Contact- Number of Letters Sent or Phone Calls Completed*	Number of Families Initially Agreeing to Participate: Actual Sample Size	Not at Homes and Not Available	Refusals
Police	500	54	3	3
County Welfare and Social Service	132	77	2	3
Departments Runaway House	30	17	0	2
Youth Development Center	16	9	0	3
Total	678	157	5	11

Non-Response Rate - Based on initial contact - .79

Non-Response Rate - Based on agreement to participate - .102

\*As the researchers did not participate in the initial contact procedures the accuracy of these figures cannot be verified and are likely to involve some approximation.

Description of respondents

The following tables present age, sex, and ethnic breakdowns of the respondents in the various samples. Since this information was collected only for families with 10-18 year-old youth, the data are reflective of only respondents from such households. In some cases, the selected or runaway youth was not available (out of state, in institutions, etc.) and thus could not be interviewed (see Table 6A). The frequency of this situation is indicated in the

"youth unavailable" columns and explains, in part, the different frequencies observed in the adult and youth respondent descriptions. The variation in frequencies between adult and youth descriptions also depends on the number of runaways encountered in one house. Only one adult per household was interviewed, but all available runaway youth in a household were interviewed.

As Table 3 indicates, only two pushout cases were encountered in this study. As a result, pushout as a separate class is not examined in the remainder of this report.

Table 3 Adult Respondents Probability Sample Youth Households

<u>Age X Sex</u>	<u>MALES</u>				<u>FEMALES</u>				<u>Total</u>
	<u>30 or Under</u>	<u>31-40</u>	<u>41-50</u>	<u>Over 50</u>	<u>30 or Under</u>	<u>31-40</u>	<u>41-50</u>	<u>Over 50</u>	
Demographic chart only	3	28	22	14	10	84	63	24	248
Control	2	15	30	6	13	116	99	27	308
Runaway Parent-report	1	4	1	0	1	10	8	1	26
Runaway Youth-report	0	3	0	0	0	9	6	1	19
Pushout							1		2
TOTAL SAMPLE	6	50	54	20	24	219	177	53	603
TOTAL MALE 130					TOTAL FEMALE 473				

<u>Ethnicity</u>	<u>Anglo</u>	<u>Chicano</u>	<u>Other Minorities</u>	<u>Total</u>
Demographic chart only	217	30	1	248
Control	258	35	15	308
Runaway Parent-report	24	1	1	26
Runaway Youth-report	13	6	0	19
Pushout	2	0	0	2
Total Sample	476	72	55	603

Table 4 Youth Respondents Probability Sample Youth Households

<u>Age X Sex</u>	<u>MALES</u>			<u>FEMALES</u>			<u>Youth Unavailable</u>	<u>Total</u>
	<u>10-13</u>	<u>14-15</u>	<u>16-18</u>	<u>10-13</u>	<u>14-15</u>	<u>16-18</u>		
Control	52	31	42	61	41	60	21	308
Runaway Parent-report	4	5	7	3	1	5	6	31
Runaway Youth-report	2	3	6	0	3	5	0	19
Total	58	39	55	64	45	70	27	
	TOTAL MALE 152			TOTAL FEMALE 206				358

Ethnicity

	<u>Anglo</u>	<u>Chicano</u>	<u>Other Minority</u>	<u>Total</u>
Control	237	37	13	287
Runaway Parent-report	22	1	2	25
Runaway Youth-report	13	6	0	19
Total	272	44	15	331

Table 5 Adult Respondents Purposive Sample

<u>Age X Sex</u>	MALES				FEMALES				<u>Total</u>
	<u>30 or Under</u>	<u>31-40</u>	<u>41-50</u>	<u>Over 50</u>	<u>30 or Under</u>	<u>31-40</u>	<u>41-50</u>	<u>Over 50</u>	
Age									
		5	5	3	6	79	36	7	
	TOTAL MALE 13				TOTAL FEMALE 128				141

Ethnicity

<u>Anglo</u>	<u>Chicano</u>	<u>Other Minority</u>	<u>Total</u>
113	18	10	141

Table 6 Youth Respondents Purposive Sample

Age X Sex

Age	MALES			FEMALES			Youth Unavailable	<u>Total</u>
	<u>10-13</u>	<u>14-15</u>	<u>16-18</u>	<u>10-13</u>	<u>14-15</u>	<u>16-18</u>		
	9	18	22	10	36	34	12	141
	TOTAL MALE 49			TOTAL FEMALE 80				

Ethnicity

<u>Anglo</u>	<u>Chicano</u>	<u>Other Minority</u>	<u>Total</u>
101	16	12	129

Table 6A

Time gone from home by whether the incident was considered a runaway by the various respondents.

	GONE FROM HOME LESS THAN 8 HOURS		GONE FROM HOME 8 HOURS TO 24 HOURS		GONE FROM HOME 24 HOURS OR MORE	
	Not Running Away	Running Away	Not Running Away	Running Away	Not Running Away	Running Away
Probability Sample Parent Report	7	1	1	2	10	12
Probability Sample Youth Report	3	2	2	3	4	14
Probability Sample Control Youth Report About Self	13	1	5	1	1	3
<hr/>						
Purposive Sample Parent Report	1	5	4	3	20	109
Purposive Sample Youth Report	2	4	4	5	15	101

Table 6B

## Unavailable youth by reason for non-contact

	Probability* Sample	Purposive Sample
Unavailable Youth: Reason for Non-Contact		
Parent did not grant permission	0	0
Youth refused to participate	1	1
Youth currently living outside survey area	2	1
Youth currently "on the run"	0	1
Youth institutionalized	1	1
Never contacted- Never at home	2	3

\*Five cases of unavailable youth in the probability sample are contained in the serious runaway group. One never contacted case comes from the Parent-Control youth runaway group.



### 3.6 STATISTICAL METHODS USED IN HYPOTHESIS TESTING AND TYPOLOGICAL ANALYSES

One-way analysis of variance was used to test for differences between runaways and non-runaways. Post-hoc comparisons between purposive and probability runaways were performed using the studentized Newman-Kuels comparison test. Stepwise discriminant analysis was utilized in many of the analyses as well.

In the later section of this report a series of typological analysis are conducted. Initially to clarify the etiological and possibly explanatory characteristics of runaways, and later to examine the episodic patterns of runaways. The following methodological approaches were utilized in creating these typologies.

For the etiological work the full samples were initially analyzed by the minimum-variance clustering method of Ward (1963). This provided a good hierarchical tree structure for the total samples. However, it is well known that the Ward method may not give the optimal partition at any one partition level. Therefore, we utilized this approach essentially as a starting point to provide input parameters to the more effective iterative relocation clustering (McCrea, 1970; Wishart, 1969; Ball, 1970). The iterative relocation technique (sometimes known as K-means clustering) attempts to successively improve any classification by continual modification until some mathematical criteria of "goodness" is optimized. When the method cannot further optimize this criteria the analysis ends. In the present study we utilized the sum of the within-type squared deviations; of each type-member from the type center for the optimization criterion. In all of the work dealing with the creation of types there is a necessity to choose some measure of similarity between the persons entering the analysis. In both of the present analyses we utilized the unweighted euclidean distance (D). In both the Hierarchical Ward analysis and

the single partition K-means analysis this is squared during the process of classification. Alternative similarity criteria and classification criteria are available. However, there is no clear-cut justification for the choice of any of them over those selected in this analysis. In examining the concurrent validity of the later typologies we cross-score the emergent types on variables which did not enter the typology construction phase as part of the input variable set. One-way ANOVA's were run across these types on all continuous variables, while simple cross tabulations, contingency coefficients, and chi-squares were utilized to examine inter-type differences for nominal variables. Although formal significance tests were presented in all of this work, we prefer to use these tests in a descriptive sense. The typologies are then further examined by means of the stepwise multiple discriminant analysis to assess the degree to which the types are well separated, the degree to which the cases in the typology can be correctly classified utilizing only their score patterns on the raw variables, and to give a computation of the  $\eta^2$ -statistic. This latter statistic (Wilk's Lambda) is an index of the classificatory "goodness" of a typology. Finally simple graphical plot is provided in the discriminant space of the first two canonical variables. This is useful in suggesting degrees of overlap between types, although since only the first two canonical variables are used it should not be regarded as a firm test of non-separation.

### 3.8 FEASIBILITY CRITERIA

The question of feasibility cuts across all major components of this study. In the following, the methods used in examining the various feasibility issues are discussed within the general topic to which they apply.

#### Incidence Estimation

An initial step in the estimation of the incidence of runaway through a survey of households is to correctly identify those households which contain a runaway youth. The accuracy of using parent report of runaway will thus be carefully checked. The frequency of false negative and false positive parent reports will be examined and comparisons of the parent and youth descriptions of runaway episodes will be made. The term false negative is used to refer to those cases where parents denied that their child had runaway but where the youth interviewed indicated that he had in fact run away. These cases thus form part of the parent-control youth runaway sample. Similarly, the term false positive refers to those cases where parents indicated that their child had runaway but where the youth denied the occurrence of the runaway incident.

The effect of differing rates of runaway in different geographical areas (urban vs. suburban, for example) on incidence estimation will be considered. Both the accuracy of the estimates and the adequacy of episodic and etiological information may be affected by encountering different rates in different areas.

A comparison of officially reported rates of runaway to the estimated rates will be made. The accuracy of such reports obviously has great effect on the necessity of incidence measurement through a survey of households

#### Episodic, Social-psychological, and Etiological Data

The major feasibility questions related to this set of data lie in the capability of collecting such information and in the adequacy or usefulness

of this data in understanding the runaway phenomenon. The related portions of the results section of this report will document the utility of the information. The capability of collecting the information will be examined through checks of missing data and refusal of respondents to answer the sections of the questionnaire related to these topics.

#### Services Data

The usefulness of the services data in examining the utilization of and user satisfaction with various services provides the major feasibility test for this data.

#### Section 4: Results

#### 4.1 INCIDENCE OF RUNAWAYS

##### Incidence Estimates

The following table provides the estimated incidence of runaway in the major geographical areas of this study. Estimates of the percent of the youth population that have runaway and the percent of youth households that contain a runaway are tabulated. Estimates based on 1. parent report only, 2. the combined parent-control youth report, and 3. serious runaway are given (see methodology section, page 89).

Although the estimated incidence of runaway depends on the definition of runaway employed, a general statement based on table 7 is that approximately 2 to 4 percent of youth 10-17 years old have run away during the last year, and that approximately 4 to 7 percent of youth households contain such a runaway.

From table 7 it can be seen that regardless of which estimate is used, the runaway rate for the urban-suburban area is approximately two to three times larger than the rate for the rural area, both for the percent of youth population and for the percent of youth households. This, coupled with the high population density in the urban-suburban area and low density in the rural area, indicates that the preponderance of runaways (at least for the regions sampled in this project) come from the urban-suburban area.

This observation was also confirmed by attempts to locate runaways for the purposive sample in two of the rural counties. Intensive efforts in these counties involving police, welfare-social services departments, schools, a mental health clinic, and local churches resulted in the location of only five runaway youth.

Table 7 also indicates a somewhat higher rate of runaway from the suburban area as opposed to the more urban area. Since the youth population

of the suburban area is approximately twice that of the urban area, the expected number of suburban runaways is more than twice the number from the urban area.

The divergence of the estimates based on the parent-only, the combined parent-control youth, and serious runaway reports is evident in table 7. This divergence is taken up in the discussion of feasibility issues.

Table 7 Incidence of Runaway\*

	PARENT REPORT			COMBINED PARENT-CONTROL YOUTH REPORT			SERIOUS RUNAWAY		
	Percent	Standard Error	Approximate 95% Confidence Interval	Percent	Standard Error	Approximate 95% Confidence Interval	Percent	Standard Error	Approximate 95% Confidence Interval
Rural N.E. Colorado Youth Pop. 11,615	0.71	0.53	(0, 1.75)	1.38	0.71	(0, 2.78)	0.71	0.53	(0, 1.75)
	0.79	0.18	(0.43, 1.15)	3.15	0.39	(2.38, 3.91)	1.05	0.31	(0.44, 1.66)
	2.72	0.42	(1.91, 3.54)	3.99	0.52	(2.98, 5.00)	2.15	0.36	(1.44, 2.86)
	2.12	0.31	(1.50, 2.73)	3.72	0.40	(2.94, 4.51)	1.80	0.24	(1.34, 2.27)
	2.06	0.30	(1.47, 2.65)	3.63	0.43	(2.79, 4.47)	1.76	0.30	(1.16, 2.36)
TOTAL Youth Pop. 290,614	1.52	1.07	(0, 3.62)	2.25	1.57	(0, 5.34)	1.52	1.07	(0, 3.62)
	1.94	0.48	(1.00, 2.87)	6.84	0.62	(5.62, 8.07)	2.58	0.72	(1.17, 3.99)
	5.47	1.02	(3.47, 7.47)	7.59	1.11	(5.33, 9.84)	4.44	0.96	(2.55, 6.32)
	4.37	0.70	(2.99, 5.75)	7.36	0.78	(5.83, 8.89)	3.86	0.69	(2.51, 5.21)
	4.24	0.68	(2.92, 5.57)	7.13	0.74	(5.67, 8.58)	3.76	0.68	(2.43, 5.08)
Rural N.E. Colorado # of Youth Households 5,423	1.52	1.07	(0, 3.62)	2.25	1.57	(0, 5.34)	1.52	1.07	(0, 3.62)
	1.94	0.48	(1.00, 2.87)	6.84	0.62	(5.62, 8.07)	2.58	0.72	(1.17, 3.99)
	5.47	1.02	(3.47, 7.47)	7.59	1.11	(5.33, 9.84)	4.44	0.96	(2.55, 6.32)
	4.37	0.70	(2.99, 5.75)	7.36	0.78	(5.83, 8.89)	3.86	0.69	(2.51, 5.21)
	4.24	0.68	(2.92, 5.57)	7.13	0.74	(5.67, 8.58)	3.76	0.68	(2.43, 5.08)
Denver SMSA Urban Area Youth Pop. 87,913	0.71	0.53	(0, 1.75)	1.38	0.71	(0, 2.78)	0.71	0.53	(0, 1.75)
	0.79	0.18	(0.43, 1.15)	3.15	0.39	(2.38, 3.91)	1.05	0.31	(0.44, 1.66)
	2.72	0.42	(1.91, 3.54)	3.99	0.52	(2.98, 5.00)	2.15	0.36	(1.44, 2.86)
	2.12	0.31	(1.50, 2.73)	3.72	0.40	(2.94, 4.51)	1.80	0.24	(1.34, 2.27)
	2.06	0.30	(1.47, 2.65)	3.63	0.43	(2.79, 4.47)	1.76	0.30	(1.16, 2.36)
TOTAL Youth Pop. 290,614	1.52	1.07	(0, 3.62)	2.25	1.57	(0, 5.34)	1.52	1.07	(0, 3.62)
	1.94	0.48	(1.00, 2.87)	6.84	0.62	(5.62, 8.07)	2.58	0.72	(1.17, 3.99)
	5.47	1.02	(3.47, 7.47)	7.59	1.11	(5.33, 9.84)	4.44	0.96	(2.55, 6.32)
	4.37	0.70	(2.99, 5.75)	7.36	0.78	(5.83, 8.89)	3.86	0.69	(2.51, 5.21)
	4.24	0.68	(2.92, 5.57)	7.13	0.74	(5.67, 8.58)	3.76	0.68	(2.43, 5.08)

\*The definitions of the major categories indicated by the column headings can be found on page 89. The youth populations and numbers of youth households are estimates derived from the probability sample.



## Comparison of Estimates with Official Data

Table 8 presents the estimated frequency of runaway based on the probability sample together with the number of runaways (missing persons) reported to the various law enforcement agencies with jurisdiction in the geographical areas of this study. In the rural area, adequate records of runaway reports were not maintained and thus were unavailable for comparison.

Table 8 Incidence of Runaway as Reported to Law Enforcement Agencies Contrasted with Estimated Incidence

Source	Reported to Law Enforcement Agencies		Parent Report		Parent-control Youth Report		Serious Runaway	
	Frequency	Percent Youth Population	Frequency	Percent Youth Population	Frequency	Percent Youth Population	Frequency	Percent Youth Population
N.E. Colorado	Unavailable		83	0.71	161	1.38	83	0.71
Denver Urban Area	832	0.95	696	0.79	2766	3.15	927	1.05
Denver Suburbs	3459	1.81	5210	2.72	7632	3.99	4103	2.15
Denver SMSA	4291	1.54	5906	2.12	10398	3.72	5030	1.80

As can be seen in Table 8, the official reports of runaway in the Denver SMSA are lower than either the parent report or serious case estimates and much lower than the parent-control youth report estimate. The official report for the Denver urban area is, however, higher than the incidence based on parent report.

Based on the comparisons available in table 8, in general, the official reports of the incidence of runaway are lower than the estimated (and assumed more accurate) incidence of runaway. That this should in fact be the

case, is borne out by an examination of the serious runaway cases. Only 17 of the 28 serious cases, or approximately 60%, were reported to the police. In 9 of the remaining 11 cases, parents discovered the intended destination of the youth within a short time and thus, presumably, felt less need of official assistance in locating their child. Within the purposive sample, reports of missing youth are similar. In this sample 101 of the 139 cases, or approximately 73%, were reported to the police. Since the purposive sample was, in part, identified through police records, the higher percentage reported in the purposive sample is to be expected.

Since the ratio of police reports to the estimated incidence of serious runaway lies in the .80 to .90 range, while only 60% of the serious cases were reported, it would appear that both serious and non-serious cases are reported to the police, but both are reported at a lower rate than that which occurs within the population. Using the weaker parent-control youth definition of runaway, (8 hours or intent to run away) the official data account for only 41% of the estimated number of runaways.

#### 4.2 BIVARIATE COMPARISONS BETWEEN RUNAWAYS AND NON-RUNAWAYS

The comparison of the non-runaway families, probability sample runaway families, and the purposive sample runaway families on each of the 75 theoretical variables is discussed in this section. A special note of caution is suggested for the reader. Generalizations should be made tentatively regarding any of the many findings presented in this section for two reasons. First, runaways are compared as a group to non-runaways. Elsewhere in this report compelling arguments are made which suggest that runaway youth are not a homogeneous group. In fact, they appear to be quite as heterogeneous on many dimensions as any other youth. For example, when the statistically significant finding that runaway youth exhibit more delinquent behavior than non runaway youth is reported, the reader should bear in mind that this is a gross generalization based on the mean or central tendency of the runaway sample. There is great variance within the runaway groups. Elsewhere it is suggested that there are several types of runaway youth which are no more generally delinquent than non-runaway youth.

Second, many of the measures used to assess the various dimensions in the family, peer, and school contexts represent some overlap and common variance. For example, the subscales in the Bronfenbrenner Parent Behavior Scale are quite highly intercorrelated. Therefore, some of the significant differences between runaways and non-runaways as measured by these scales may be somewhat misleading. The multivariate analyses presented elsewhere are designed to explicitly account for this common problem of intercorrelated independent variables.

Because the probability sample of runaways and purposive sample of runaways did not appreciably differ in their age, sex, and socioeconomic composition, these two runaway samples are collapsed for many of the analyses to follow.

However, in this section the separation of purposive sample runaways and probability sample runaways is maintained because in several instances there are differences between the two runaway samples on some of the theoretical variables.

#### Parental measures

Among the three measures of parental personality characteristics, there is no clear and predicted distinction between parents of runaway youth and parents of non-runaway youth (see Table G1). Parents of non-runaway youth exhibited significantly higher self-esteem scores than did parents of runaway youth from the probability sample. Yet, parental self-esteem did not differ in comparisons of the purposive sample of runaway families to either the non-runaway families or the probability sample runaway families. With regard to parental Social Estrangement, there were no differences in any of the comparisons. Probability sample runaway families exhibited significantly higher levels of Parental Powerlessness than either non-runaway families or purposive sample runaway families.

The pattern of findings from the other measures of parental attitudes and behaviors is more consistent. Parental Negative Labeling and Parental Dissatisfaction proved to significantly differentiate between each of the three samples such that parents of runaways in the purposive sample were most dissatisfied with their child's behavior and negatively labeled their child most. Parents of non-runners were the least dissatisfied with their child's behavior and negatively labeled their child least. Families of runaway youth from the probability sample fell midway between the non-runaway families and the purposive runaway families on each of these measures (see Table G1).

Parents of non-runaways appeared to hold significantly stronger attitudes against the child's deviance from conventional norms than did parents of runaway youth in both the probability and purposive samples. This pattern is

replicated for the level of Parental Achievement Demands. As indicated in Table G1 parents of non-runaway youth exhibited significantly higher demands for the achievement in their child than did parents of purposive or probability runaways.

Many of the subscales from the Bronfenbrenner Parent Behavior Scale which were administered to the parents proved to significantly differentiate between the several samples. For seven of the fifteen subscales parents of non-runaways differed significantly from parents of both probability and purposive runaways. Parents of non-runaways scored significantly higher on Nurture, Affective Reward, and Affective Companionship and scored significantly lower on Social Isolation, Affective Punishment, Indulgence, and Expressive Rejection. In two cases parents of non-runners were significantly different from parents of purposive runaways only: parents of non-runaways scored higher on Prescriptiveness and lower on Deprivation of Privileges. In one case parents of both runaways and non-runaways in the probability sample differed significantly from parents of runaways in the purposive sample: Parents in the probability sample scored more highly on Instrumental Companionship than parents in the purposive sample regardless of whether there was a runaway youth or not. (The results discussed here are presented in Table G 2 :

#### Youth measures

The youth variables can be considered in relation to the school, peer, and home or family contacts. There is a familiar pattern to be found in the variables which describe the school context. Non-runaway youth have significantly higher grades in English, over all grades, track or ability level in school, school involvement, educational aspiration, educational expectations for success, and attitudes toward school in general than do runaway youth in either the probability or purposive samples. Consistent with this pattern is

the finding that non-runaway youth have repeated a grade less often and spend more time in extra-mural activities than runaway youth in the purposive sample (see Table G 3).

Several of the variables pertaining to the peer context significantly differentiate between non-runaway youth and runaway youth from both the probability and purposive samples. Non-runaway youth felt significantly greater normative pressure toward conventional behavior from their friendship group than did purposive or probability runaway youth. The delinquent behavior of the friends of runaway youth appears to be dramatically higher than the delinquent behavior of the friends of the non-runaway youth (see Table G 4).

The fifteen subscales from the Parent Behavior Scale were administered to the youth as well as the parents. Non-runaway youth perceived their parents to be higher on Affective Reward, Instrumental Companionship, Affiliative Companionship, Nurturance and Principled Discipline than did runaway youth. Runaway youth from the purposive sample perceived their parents' behavior differently than youth from the other two samples in two instances; purposive runaways perceived their parents to be higher on Expressive Rejection and Affective Punishment than did the youth in the other two samples. (See Table G5 for a presentation of these results.)

The thrust of the tendency for non-runaways to differ from runaways in both samples continues for the other measures of variables in the family context. Runaway youth reject their parents and perceive their parents as rejecting them significantly more than do non-runaway youth. In addition; non-runaway youth perceive the level of intra-parental conflict in their families to be significantly lower than do runaway youth. The extent to which the youth perceive their parents to be dissatisfied with their behavior and the extent to which youth report the use of extreme physical abuse by parents are

both significantly greater for runaway youth in the purposive sample than for non-runaway youth (see Table 5).

While the mean scores for the four youth personality variables are all ordered in the expected direction, only normlessness significantly differentiates between non-runaways on the one hand and runaways from the purposive and probability samples on the other. Non-runaways exhibit significantly less normlessness than do runaways. Additionally, non-runaways differed significantly from the purposive runaways only such that non-runaways scored lower on powerlessness, higher on self-esteem, and lower on societal estrangement. The self-reported delinquent behavior of non-runaways was dramatically and significantly less than that for runaways in either sample.

#### Comparisons on several single-item measures

Runaway families from the purposive and probability samples were compared to non-runaways on several demographic variables. While previous research had suggested that marital status might be a key discriminating variable between runaway and non-runaway families, no reliable differences were found between the three samples on this variable. Additionally there were no differences between the three groups on whether they owned or rented houses. However, runaway families were somewhat more likely to live in apartments than were non-runaway families.

There were several items which were designed to assess the extent to which families had moved both within town and from town to town in the last five years or in the last year. There were no significant differences in movement rate between the three samples (non-runaway, probability runaway, and purposive runaway).

### Multivariate consideration of the theoretical variables

Each of the measures which were administered to the parents and youth in the study were submitted to a stepwise discriminant analysis in order to assess their combined utility in the global differentiation of runaway families from non-runaway families. Unlike the single variable tests reported above, the procedures used in this analysis enable the common variance between the independent variables to be partialled out or subtracted. Thus, variables are empirically added to a discriminant function in a stepwise manner only when they significantly account for unique variance. The results of this analysis are presented in Table 9 at the end of this section.

Negative labeling by parents was the single most powerful variable which differentiated between runaways and non-runaways. This variable alone produces a 74.4% level of accuracy in classifying families into their respective groups. Nurturance (parent measure), Friend's Delinquent Behavior, Attitudes Toward School, Child Battery, Affective Punishment (parent measure), Powerlessness (parent measure), Affective Punishment (youth scale), Occupational Aspirations, and Marital Conflict each contribute uniquely to the differentiation of runaways from non-runaways. When these ten scales are combined in the discriminant function the level of the correct classification of families as runaway or non-runaway reaches 85.4%. It becomes clear that in the global comparison of runaway families to non-runaway families, parents of runaway youth are higher on negative labelling, higher in the use of extreme physical punishment, higher on the use of affective punishment, higher on intra-parental conflict, and express less nurturance toward their child than parents of non-runaway youth. Runaway youth have friends who are more delinquent, have less favorable attitudes toward school, have a greater feeling of powerlessness and lower occupational aspirations than non-runaway youth.



Again, the reader is reminded that this analysis is based on the central tendency of the runaway sample as a whole. Elsewhere a complete discussion of the different empirical types of runaways is developed. This typology strongly suggests that there are runaways who do not fit the description outlined above.

#### 4.3 BIVARIATE COMPARISONS OF VARIOUS RUNAWAY CATEGORIES: AGE, SEX, ETHNICITY, SOCIAL CLASS AND MULTIPLE-SINGLE

##### Bivariate comparisons between anglo and non-anglo runaways

Because of the small numbers of ethnic minorities in the runaway samples, the two largest groups, black and chicano, were collapsed in a comparison with anglos. In several instances there were differences between anglos and non-anglos on parental variables. Non-anglo parents of runaways exhibited greater feelings of social estrangement, greater feelings of dissatisfaction with their child's behavior, and greater negative labeling than anglo parents of runaways. The subscales from the Parent Behavior Scale administered to parents indicated that anglo parents were higher than non-anglo parents on Affective Reward, Instrumental Companionship, and Indulgence. Non-anglo parents were higher than anglo parents on Deprivation of Privileges, Achievement Demands, and the use of Physical Punishment (see Table G12).

There were very few differences between anglos and non-anglos on any of the measures administered to the youth. Anglo youth exhibited a greater commitment to their peers and reported their parents to be more indulgent toward them (see Tables G 15 and G 16).

##### Bivariate comparisons between runaways from three social classes

The Hollingshead\* composite index of social class was used for the purpose of the following analyses. The composite index can range from 11 (highest social class) to 84 (lowest social class). For the results presented below Class 1 (high) corresponds to Hollingshead scores from 11 to 30; Class 2

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\*See Hollingshead, August B., and Frederick C. Redlich, Social Class and Mental Illness: A Community Study, New York: John Wiley and Sons, 1958, pg. 390-391 for a description of this index.

(middle) corresponds to Hollingshead scores from 31 to 46, and Class 3 (low) corresponds to Hollingshead scores from 47 to 84. The results of the social class comparisons for all theoretical variables are presented in Tables G 18-G 24.

#### Parent measures

In only one case were there significant differences between each of the three classes on a single variable. Parents of runaways from the low social class felt significantly greater social estrangement than parents from the middle social class, who, in turn, felt significantly less social estrangement than did parents of runaways from the highest social class.

In several instances, parents of runaways in the lower social class differed significantly from parents of runaways in the middle and upper groups. Parents from the lower social class felt greater dissatisfaction with their child's behavior, greater social isolation in their behavior toward their child, greater power in their behavior toward their child, and used greater physical punishment than did parents from the middle and upper social classes (see Table G19).

#### Youth measures

Several significant differences between the social class groups were indicated on measures pertaining to variables in the school context. Runaway youth in the middle and higher groups tended to have significantly higher over-all grades and tended to be in higher Tracks or ability levels in school than runaways in the lower social class grouping. The Educational Aspirations of the runaway youth from the high social class grouping were significantly higher than those for the middle and low class groups. Consistent with these results is the finding that the Educational Expectations for success were higher

for the upper social class group than for the lower social class grouping (see Table G20).

A number of differences also appeared on measures of variables in the peer context. Lower social class runaways reported having significantly more friends than runaways from the other two class groupings. Lower social class runaways also reported spending more time with their parents and less time by themselves than the other two social groups. Middle class runaways reported greater normative pressure toward conventional behavior from their peer group than either upper or lower social class runners. However, there were no differences by social class on the amount of delinquent behavior engaged in by friends of the runaways in the samples (see Table G21).

Only one reliable difference appeared regarding the personality characteristics of the runaways of different social classes. Runaways from the lowest social class exhibited a significantly greater sense of powerlessness than runaways from the upper and middle groupings (see Table G23).

Bivariate comparisons between 10-13 year old-, 14-15 year old-, and 16+ year old runaways

The runaway sample was divided into three groups based on the age of the runaway youth. Group 1 consists of 10 to 13 year olds. Group 2 consists of 14 to 15 year olds. Sixteen and over comprises the third age group.

#### Parental measures

There were two consistent and interesting findings involving parental personality characteristics. Parents of 10 to 13 year old runaways were found to have significantly lower Self-esteem and higher Powerlessness than parents of runaways in either of the other two age groups.

The behavior of parents toward their runaway youth appears to be differentially distributed by age of the youth. Parents of 10 to 13 year old

runaways were higher than parents in the other two age groups on the following subscales from the parent behavior inventory: Social Isolation, Deprivation of Privileges, Power, Affective Punishment, and Physical Punishment (see Table G26).

#### Youth measures

The younger age group of runaways (10-13 year olds) was significantly different from the two older age groups on several of the measures of variables in the school context. The younger runaways were higher on School Involvement, Aspiration for School Involvement, and indicated more positive Attitudes Toward School in general than the two older groups of runaways (see Table G27). However, Negative Labeling by Teachers was greater for the 14 to 15 year olds than the 16+ year olds.

As indicated in Table G28 runaway youth in the older age group reported significantly less friends than the two younger age groups. The amount of time spent alone by the younger age group was significantly less than for the two older age groups.

The pattern of findings concerning differences in the parent behavior by age of youth as perceived by the youth was similar to the parent's report of their own behavior. The trend tended to be such that younger runaways reported their parents as higher on Instrumental Companionship, higher on Social Isolation, higher on Physical Punishment, higher on Nurturance, higher on Protectiveness and higher on Power than did older runaways (see Table G29).

There were no differences attributable to age on any of the personality measures administered to the runaway youth. There were, however, large differences in delinquent behavior between the different age groups. Younger runaways were significantly less delinquent generally, before they ran away, and while they were running away than older runaways (see Table G30).

## Bivariate comparisons between male and female runaways

### Parent measures

There were only three significant differences between parents of male and female runaways on any of the measures administered to parents. Parents of female runaways held stronger attitudes against their child's deviance from conventional norms than did parents of male runaways (see Table G31). Parent behavior differed on two of the Parent Behavior Scale subscales. Parents of female runaways reported being more protective and more indulgent toward their child than did parents of male runaways (see Table G32).

### Youth measures

The overall school grades of runaway females were significantly higher than those for male runaways. Male runaways reported having significantly more friends than female runaways. Male runaways reported that their parents were higher on Affective reward, perceived their parents as rejecting them more, and reported that their parents used extreme physical punishment to a greater extent than female runaways. On the other hand, female runaways reported their parents to be more Nurturant and higher on the use of Principled discipline than did male runaways (see Table G45). Female runaways were significantly higher than male runaways on the personality variable of Powerlessness.

### Multivariate consideration of male and female runaways

Stepwise discriminant analyses were performed on the parent measures and youth measures separately in order to ascertain those variables which best differentiated between male and female runaways. On the basis of the adult measures it appears that parents of female runaways were more indulgent and protective toward their child, made greater use of affective punishment and

expressive rejection, had a greater sense of powerlessness, and held stronger attitudes against their child's deviance than parents of male runaways (see Table 9 ). On the basis of the youth measures the result of the discriminant analysis performed to compare male and female runaways indicates that male runaways can be characterized as having higher Educational Aspirations, lower Societal Estrangement, lower Powerlessness and higher Self-esteem than female runaways. Female runaways perceive their parents to be higher on Expressive Rejection, Indulgence, Marital Conflict and lower on Achievement Demands than male runners.

### Bivariate comparison of multiple and single runaways

Overall, one time and multiple runaway youth appear remarkably similar (see Table 13-18). However, a stepwise discriminant analysis was performed and several important differentiating variables were isolated (see Table 19). While runaways as a group tended to hold less favorable attitudes toward school than non-runaways, multiple runaways appear to dislike school considerably more than one-time runaways.

Parental achievement demands were significantly higher for single runaways than for multiple runaways. However, grades in English made a significant contribution to the discriminant function such that multiple runaways had reliably higher grades than single runaways.\* Multiple runaways engaged in significantly more delinquent behavior while running away than one-time runaways as well. The only personality characteristic upon which single and multiple runaways differed was Powerlessness. Multiple runners tended to feel less powerlessness than single runners.

Three of the parent personality characteristics measured proved important in the discriminant function. Parents of multiple runners appear to have significantly lower self-esteem and high societal estrangement than parents of one-time runners. Yet, parents of single runaways exhibited greater powerlessness than did parents of multiple runaways.

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\*The reader might bear in mind that the grade in English measure was the eighth variable to enter the step-wise discriminant function presented in Table 19. There was no significant difference on overall grades between multiple and single runners although the means for this variable presented in Table 15 might suggest that there were.



Table 9  
 Stepwise Discriminant Analysis to Differentiate Between Runaways and Non-runaways:  
 Analysis Based on Both Parent and Youth Variables

<u>Step No.</u>	<u>Var. No.</u>	<u>Variable</u>	<u>F-Ratio</u>	<u>U-Statistic</u>	<u>% Correctly Classified</u>
1		Parental Negative Labelling	159.8	.75	74.4
2		Nurturance (parent scale)	52.0	.68	76.9
3		Friend's Delinquent Behavior	53.2	.61	80.5
4		Attitudes to School	60.6	.55	84.0
5		Child Battery	14.0	.53	84.4
6		Affective Punishment (adult scale)	9.4	.52	83.8
7		Powerlessness (child scale)	9.4	.51	84.4
8		Affective Punishment (child scale)	10.4	.50	83.8
9		Occupational Aspirations	8.6	.49	85.0
10		Marital Conflict (child scale)	6.4	.48	85.4

Table 10  
Final Classification Matrix Following 10<sup>th</sup> Step of Discriminant Analysis

<u>Actual Class Membership</u>	<u>Membership Generated by Discriminant Function</u>	
	<u>Runner</u>	<u>Non-Runner</u>
Runaways	146	34
Non-Runaways	38	275

% Runners Misclassified = 18.9%

% Non-Runners Misclassified = 12.1%

Figure 7  
Scatter Plot of Runaways and Non-runaways in Discriminant Space

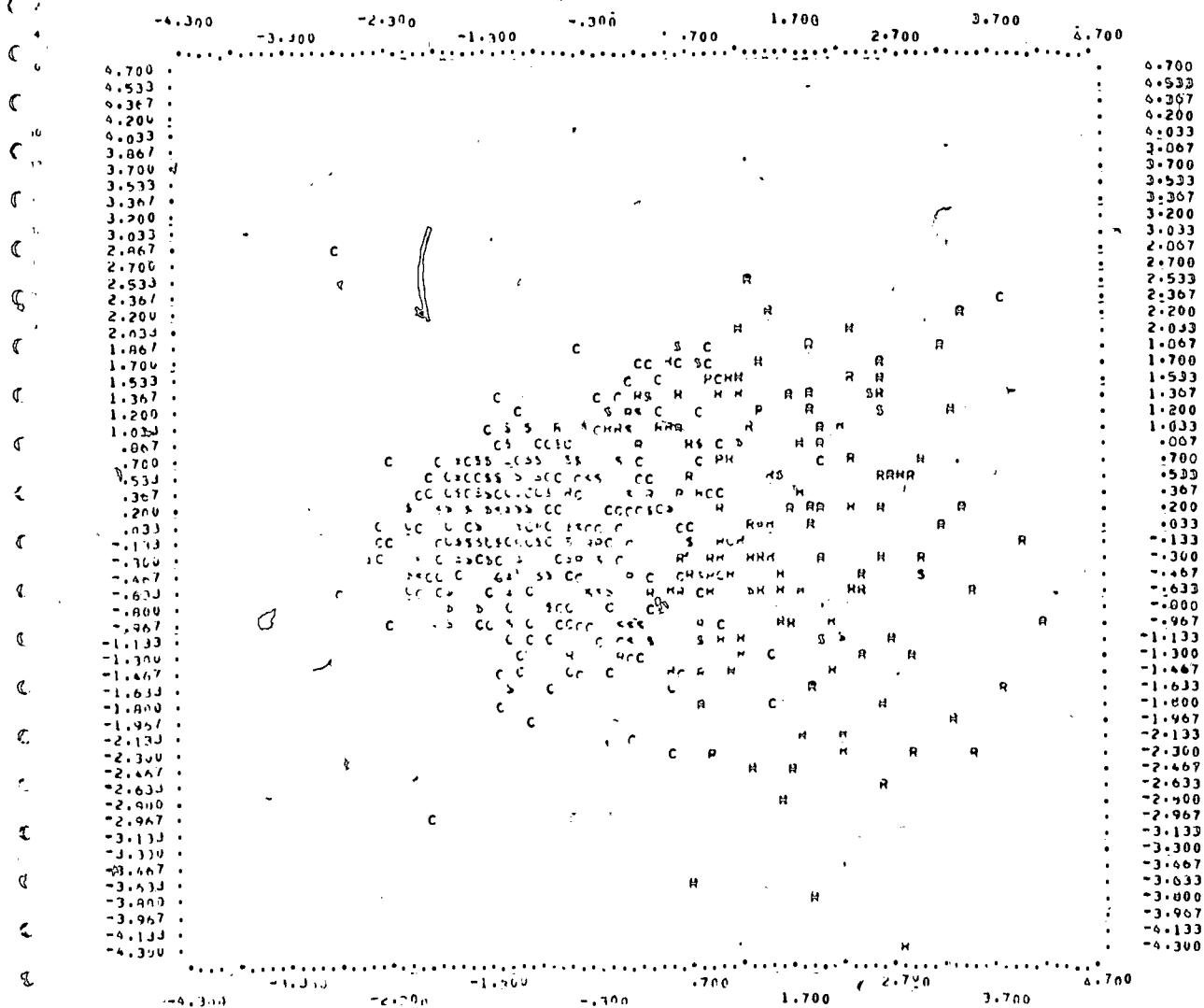


Table 11 Discriminant Analysis to Differentiate between Male and Female Runners. Analysis Based on Adult Scales

<u>Step No.</u>	<u>Variable</u>	<u>F-Ratio</u>	<u>U-Statistic</u>
1	Indulgence	4.9	.97
2	Affective punishment	8.9	.92
3	Protectiveness	5.6	.89
4	Expressive rejection	3.0	.87
5	Parental attitudes against child deviance	2.1	.86
6	Life events	2.6	.84
7	Powerlessness	1.7	.83

Table 12 Discriminant Analysis to Differentiate Male and Female Runners  
Analysis Based on Youth Scales

<u>Step</u> <u>No.</u>	<u>Variable</u>	<u>F-Ratio</u>	<u>U-Statistic</u>
1	Educational aspirations	14.1	.92
2	Societal estrangement	6.8	.88
3	Powerlessness	6.4	.85
4	Self-esteem	5.1	.82
5	Expressive rejection	3.9	.80
6	School--aspiration for involvement	4.4	.78
7	Parental achievement demands	3.7	.76
8	Marital conflict	1.5	.76
9	Indulgence	1.2	.75
10	Principled discipline.	1.4	.74

Table 13

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON PARENT CHARACTERISTICS

<u>VARIABLE NAME</u>	<u>SINGLE</u>	<u>MEAN</u>	
		<u>MULTIPLE</u>	<u>ALL RUNNER</u>
Parent self-esteem	31.45	29.6	30.9
Parent social Estrangement	12.6	13.5	13.1
Parental powerlessness	6.9	6.7	6.8
Parental attitude against self-deviance	44.4	44.3	44.4
Life events scale	16.5	16.9	16.8
Marital conflict	6.2	6.0	6.1
Parental Dissatisfacción	23.6	28.2	27.4
Parental achievement demands	9.9	9.4	9.6
Parental attitudes against child's deviance	49.3	49.7	49.5
Parental negative labeling	18.9	22.1	20.7

Table 14

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON PARENT-CHILD RELATIONSHIPS

<u>VARIABLE NAME</u>	<u>SINGLE</u>	<u>MEAN</u>	
		<u>MULTIPLE</u>	<u>ALL RUNNER</u>
Nurturance	12.4	11.9	12.1
Affective Reward	12.7	12.2	12.4
Instrumental companionship	10.9	9.8	10.3
Affiliative companionship	11.4	11.5	11.5
Prescriptiveness	12.5	12.8	12.7
Social isolation	6.4	6.4	6.4
Deprivation of privileges	7.6	8.0	7.8
Protectiveness	8.6	9.4	9.0
Power	10.7	10.9	10.8
Achievement demands	8.6	8.5	8.5
Affective punishment	8.7	8.3	8.5
Principled discipline	11.1	11.1	11.1
Indulgence	5.6	5.2	5.4
Expressive Rejection	7.9	8.5	8.3
Physical punishment	4.6	5.1	4.9

Table 15

GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON SCHOOL VARIABLE

<u>VARIABLE NAME</u>	<u>SINGLE</u>	<u>MEAN</u>	
		<u>MULTIPLE</u>	<u>ALL RUNNER</u>
Grade in English	3.0	3.2	3.1
Overall grade	3.3	3.1	3.2
Track	1.2	1.1	1.1
Repeated Grade	1.4	1.4	1.4
Time spent extramural activities	2.2	1.9	2.0
School involvement (reversed score)	3.6	3.7	3.6
Aspiration for involvement (reversed score)	3.0	2.9	2.9
Involvement/aspiration disjunction	.657	.831	.753
Negative labeling by teachers	17.2	20.9	18.8
Educational Aspirations	3.4	2.8	3.1
Educational expectations	3.1	2.7	2.8
Educational aspirational expectation disjunction	.342	.213	.272
Occupational aspirations	2.9	2.0	2.1
Occupational expectations	2.2	2.0	2.1
Attitudes to school	25.7	22.8	24.1



Table 16

GLOBAL DIFFERENCE BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON PERSONAL VARIABLES AND  
DELINQUENT BEHAVIOR

	<u>MEANS</u>		
	<u>SINGLE</u>	<u>MULTIPLE</u>	<u>ALL RUNNER</u>
Child Powerlessness	33.3	33.1	33.2
Child self-esteem	25.0	24.0	24.5
Normlessness	12.9	13.2	13.0
Societal estrangement	13.7	13.9	13.8
Self-reported delinquency	24.5	26.6	25.7
Last year SRD before running	25.3	27.2	26.3
SRD while running	19.3	22.7	21.2

Table 17  
GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAYS ON PEER VARIABLES

<u>VARIABLE NAME</u>	<u>SINGLE</u>	<u>MEANS</u>	
		<u>MULTIPLE</u>	<u>ALL RUNNER</u>
Number of friends	3.4	3.3	3.4
Time spent with friends	3.7	3.8	3.8
Time spent with parents	2.8	2.8	2.8
Time spent with self	3.4	3.3	3.4
Commitment to peers	4.9	4.9	4.9
Normative pressure of friend- ship group	32.1	33.9	33.1

Table 18  
GLOBAL DIFFERENCES BETWEEN MULTIPLE AND SINGLE RUNAWAY ON PARENT-CHILD RELATIONS:

CHILD'S PERCEPTIONS

<u>VARIANCE NAME</u>	<u>MEAN</u>		<u>ALL RUNNER</u>
	<u>SINGLE</u>	<u>MULTIPLE</u>	
Affective reward	10.8	10.6	10.7 <sup>1</sup>
Instrumental companionship	8.8	9.1	8.9
Affiliative companionship	9.7	9.7	9.7
Prescriptiveness	12.6	12.6	12.6
Social Isolation	5.8	5.8	5.8
Expressive Rejection	9.9	10.3	10.1
Physical Punishment	5.5	5.7	5.6
Protectiveness	8.6	8.6	8.6
Nurturance	9.9	9.7	9.8
Deprivation of privileges	7.3	7.3	7.3
Child power	10.1	10.4	10.2
Achievement Demands	9.1	9.1	9.1
Affective punishment	9.4	9.4	9.4
Principled discipline	9.1	8.9	8.9
Indulgences	4.8	4.7	4.8
Childs perception of parent dissatisfaction	26.4	28.2	27.4
Child's rejection of parents	17.6	18.6	18.1
Child's perception of parental rejection	11.2	11.7	11.4
Differential treatment	20.7	20.6	20.4
Perceived marital conflict	6.9	7.7	7.4
Battering	4.1	4.1	4.1

Table 19 Discriminant Analysis to Differentiate Multiple and Single Runners. Analysis Based on Both Parental and Youth Variables

<u>Step No.</u>	<u>Variable</u>	<u>F-Ratio</u>	<u>U-Statistic</u>
1	Attitudes toward school	8.5	.95
2	Societal Estrangement (parent)	5.2	.92
3	Self-reported delinquency during runaway episode	5.3	.88
4	Parental negative labeling	4.2	.87
5	Parental achievement demands	3.4	.83
6	Powerlessness (parent)	2.8	.83
7	Self-esteem (parent)	3.4	.82
8	Grade in English	2.9	.80
9	Deprivation of privileges	2.9	.79
10	Powerlessness (youth)	1.9	.78

#### 4.4 A REVIEW OF THE FINDINGS: TESTING HYPOTHESES

##### General strain hypotheses

Runaways perceive higher levels of parental rejection than non-runaways.

Runaways from the purposive sample only perceive significantly greater parental rejection than non-runaways.

Runaways are differentially treated poorly within the family compared to non-runaways.

Runaways from the purposive sample were treated significantly worse than their brothers or sisters in comparison to non-runaways and runaways from the probability sample.

Runaways perceive their parents as being less satisfied with their behavior when compared to non-runaways.

Runaways from the purposive sample perceived their parents to be significantly less satisfied with their behavior than did non-runaways as measured by the youth instrument. The parent administered satisfaction-dissatisfaction measure indicated that parents in the purposive sample were significantly less satisfied than parents in the probability sample who, in turn, were significantly less satisfied with their youth's behavior than were parents of non-runaway youth.

Runaways experience more expressive rejection by parents than non-runaways.

Runaways from both samples did experience significantly more expressive rejection by their parents than did non-runaways. This effect was significant for both the youth and parent measures.

Runaways experience more physical punishment from parents than non-runaways.

Runaways from the purposive sample did experience greater severe physical punishment than did non-runaways as measured by the child battery scale. The physical punishment subscales administered to both parents and youth indicated no significant differences.

Runaways experience more home social isolation as a form of punishment than non-runaways.

Runaways from both samples experienced significantly more social isolation than non-runaways as measured by the parent instrument. No parallel effects were found for the youth scale.

Runaways experience more grade failure in school than non-runaways.

Runaways from the purposive sample experienced significantly more grade failure than non-runaways.

Runaways have greater disjunction between educational aspirations and educational expectations than non-runaways.

No reliable differences were observed on this variable.

Runaways are placed in lower school tracks than non-runaways.

Runaways from both samples were significantly lower in their school track placement than non-runaways.

Runaways have more frequently repeated grades than non-runaways.

Runaways from the purposive sample have repeated school grades significantly more frequently than non-runaways.

The disjunction between occupational aspirations and opportunities for runaways is higher than for non-runaways.

No reliable differences were observed on this variable.

Runaways have a higher disjunction score regarding school involvement than do non-runaways.

No reliable differences were observed on this variable.

Hypotheses regarding weak commitment/integrative bonds

Runaways spend less time on school extra curricular activities than do non-runaways.

Runaways from the purposive sample spend significantly less time on extra-curricular school activities than non-runaways.

Runaways are less interested in being involved in school activities than are non-runaways.

Runaways from both the purpose and probability samples aspired significantly less for school involvement than did non-runaways.

Runaways have lower educational aspirations than non-runaways.

Runaways from both the purposive and probability samples aspired significantly less for educational attainment than non-runaways.

Runaways have lower occupational aspirations than non-runaways.

No reliable differences were observed on this variable.

Runaways hold more negative attitudes toward school than non-runaways.

Runaways from both the purposive and probability samples exhibited significantly less favorable attitudes toward school than non-runaways.

Runaways have fewer close friends than non-runaways.

No reliable differences were observed on this variable.

Runaways spend less time with friends than non-runaways.

No reliable differences were observed on this variable.

Runaways spend less time with parents than do non-runaways.

Runaways from both samples spent significantly less time with their parents than non-runaways.

Runaways are less committed to peers than are non-runaways.

No reliable differences were observed on this variable.

Runaways have higher rejection of their parents than non-runaways.

Runaways from both the purposive and the probability samples exhibited significantly greater parental rejection than non-runaways.

#### Hypotheses regarding family disorganization

There will be a higher incidence of serious family disruption in the family of the runaway as compared to the family of the non-runaway.

There were more disrupting life events in families of runaways from the purposive sample than in families in the probability sample of runaways and non-runaways.

There will be a higher incidence of marital conflict in runaway families compared to non-runaway families.

Runaway youth perceived significantly greater marital conflict among their parents than did non-runaway youth. The marital conflict scale administered to parents indicated no significant differences.

The parents of the runaway exhibit higher levels of societal estrangement than is found among parents of non-runaways.

No reliable differences were observed on this variable.

The parents of runaways exhibit higher levels of powerlessness than is found among parents of non-runaways.

Parents of runaways exhibit higher levels of powerlessness than is found among parents of non-runaways.

Parents of runaways in the probability sample exhibited significantly higher levels of powerlessness than non-runaways and purposive runaways. Parents of runaways exhibit lower levels of self-esteem than do the parents of non-runaways.

Parents of runaways in the probability sample exhibited significantly lower levels of self-esteem than parents of non-runaways.



### Hypotheses regarding inappropriate socialization

In the family of the runaway there is a higher tolerance of deviance than in the family of the non-runaway.

No reliable differences were observed on this variable as measured by the Parental Attitudes Against Own Deviance scale.

In the runaway family there is a higher tolerance of deviance in the youth than in the family of the non-runaway.

Parents of non-runaway youth were significantly less tolerant of their Youth's deviance than were parents of runaway youth as measured by the Attitudes Against Child's Deviance scale.

### Ineffective socialization

Runaway families are less nurturant than are families of non-runaways.

Families of runaway youth were significantly less nurturant than families of either purposive or probability runaways as measured by both parent and youth report.

Runaway families have lower levels of affective reward than do non-runaway families.

Families of both probability and purposive sample runaways exhibited lower levels of affective reward than families of non-runaway youth as measured by both youth and parent report.

Runaway families have lower levels of instrumental companionship than do non-runaway families.

Families from the probability sample of runaways and non-runaways exhibited significantly greater instrumental companionship as measured by both parent and youth report.

Runaway families are higher in protectiveness and constraint than are non-runner families.

No reliable differences on either parent or youth measures were observed on this variable.

Runaway families withhold power and autonomy from the child to a greater extent than do non-runaway families.

No reliable differences on either parent or youth measures were observed on this variable.

Affective punishment is used in runaway families to a greater extent than in non-runner families.

Parents of probability and purposive sample runaways utilized affective punishment to a significantly greater extent than parents of non-runaways as measured by parent report.

Runaway families make less use of principled discipline than non-runaway families.

No reliable differences were observed on this variable for either the youth administered measure or the parent administered scale.

Runaway families are more indulgent than non-runaway families.

Parents of non-runaways exhibited significantly greater indulgence than parents of runaway youth in both samples as measured by parent report.

No parallel effects were demonstrated for the youth measure of this variable.

Runaways will have more negative labeling by parents than non-runaways.

Runaways felt significantly more negative labeling by parents than non-runaways.

Runaways will have more negative labeling by teachers than non-runaways.

Runaways felt significantly more negative labeling by teachers than non-runaways.

## 4.5

# RUNAWAY EPISODES: GENERAL COMPARISONS AND AN INITIAL BEHAVIORAL CLASSIFICATION SYSTEM OF EPISODES

A great deal of descriptive data has been compiled to describe the actual runaway episodes and the events which occur during this period. Within the framework of the present report we will present the most salient findings and make an initial attempt to create a descriptive classification of the runaway episodes. Tables C1 to C21 deal with the episodic information. The descriptions below are based on these tables.

## A. Parent reported knowledge of episodes

In this first section we deal with the information provided by parents regarding the runaway episodes of their children.

### 1. Number of known "missing without permission" episodes

Of the total sample of runaways approximately 50% are reported as having only one such runaway episode. This proportion remains stable across most of the different breakdowns for age levels, sex and ethnicity. Regarding social class, however, there are more multiple runaways in the lowest social class runaways. Thirty-one percent of such runaways are reported as having 3 or more episodes. Seventeen of the total runaway sample are reported as having 3 or more such episodes. It should be clear that these data refer only to the 12 month period prior to the interview. This indicates that during the last year, at least, only a minority of the youth can be regarded as multiple runaways.

### 2. Was the youth missing "overnight"?

Considering the episode for which in depth data is available on the full sample of runaways, a large majority of these involve the youth being absent overnight. For all runaways this figure is 83%. There are no striking differences in the various classes of runaways with the exception that there is a clear trend

for the younger runaways to have a lower proportion of episodes 'away overnight' and for the older runaways to be gone overnight. Fifty-four percent of the 10-13 year olds were gone overnight in contrast to 94% for the 16 plus group.

### 3. Length of time away (in days)

The tables indicate that length of time away clearly varies with the age of the runaway. Forty-six percent of the 10-13 year olds are back home within 1 day, 25% of the 13-14 year olds are back home in this time, and only 13% of the 16 plus year olds are home in this time. Overall, about half of all runners are back home within three days, and about two-thirds are home within a week. A much smaller number of runaway youth remain away from home for longer periods. In the present runaway sample, approximately 10% were away for longer than one month.

### 4. In which month did the runaway leave home

December is clearly the least favorite month in which to run away. Among the more favorite months, it appears that June is the most popular. Higher frequencies than average also occur in March and September. The higher frequency in June and the lower frequency in December are seen to reappear across most of the different class, age, sex and ethnic groupings of this data.

### 5. Parental reaction on discovering the runaway episode had occurred

Slightly over one-third of the parents indicate that they did nothing but wait. There are some interesting differences on this response regarding the age of the youth. Those parents who have younger children (10-13) are less likely to wait and more likely to call friends and/or relatives. One-third of the parents report that their first response was to call the police.

Another interesting difference is that whereas only about 10% of parents go out and actively look for their child, if the child is in the younger age bracket, a higher proportion of parents will go out and search. An important ethnic difference

stems from these tables. Whereas only 4% of Anglo parents will call relatives, 18% of non-anglo parents will call relatives.

6. How many parents finally report the youth is missing

Around 60% of the probability sample runaway parents do not report their child as missing. Since the purposive sample was drawn from social agencies including the police files, it is not surprising that they have a higher level of parent reporting their child as missing. There are no other clear-cut differences emerging from this question from the tables dealing with the different age, class, etc. breakdowns.

7. How many parents signed a warrant for the youth's arrest

Again the major finding here stems from the differences between the purposive and probability sample. A much higher proportion of the purposive sample parents have signed a warrant for their child's arrest. The figures are 49% as against 21% for the probability sample runaways. There were no other clear-cut differences in the other breakdowns.

8. Did the parent interpret this incident as a "runaway"

About one-third of the parents interviewed did not interpret the incident as a runaway. There is a clear difference between the probability sample and the purposive sample runaway parents in this regard. Fifty percent of the former did not think that they were dealing with a runaway, whereas 74% of the latter interpreted the event as a runaway.

9. How many parents thought running away was against the law

A majority of both the purposive and probability sample runaway parents knew that running away was against the law. The figures are 60% and 68% respectively for the two samples. Non-anglo and lower social status parents are more aware

that running away is against the law than are Anglo and higher social class parents. Among non-anglo parents, 78% of parents thought that running away was against the law.

#### 10. How was the runaway located and returned

About 4 out of 10 runaway youth return on their own. Older youth have a higher tendency to return on their own than do the younger aged groups. However, this figure increases only to 5 out of 10 for the 16 and over groups.

Of those runaways who are located by some other means, the data indicates that parents, police, and friends or relatives are the most important means of locating the youth. These three are about equal in effectiveness in terms of the proportions of runaways which they locate. Together they account for about 90% of the runaway youth who do not return on their own.

#### 11. Distance travelled by the runaway

Over 50% of all the runaways examined in this study travelled less than 10 miles from their homes. The distance travelled, however, has a very large range, with some 7% of the sample travelling distances of over 1000 miles. There are no clear-cut differences in the various groups that were studied.

#### 12. Knowledge of, and distance of the intended destination

Only about one runaway in 3 or 4 has a specific intended destination. This is true for all runaways in the sample and for all of the various breakdowns which were studied.

#### 13. Interaction with law enforcement authorities as a result of the runaway incident

About two-thirds of the runaways in this study reported no contact with the police during their running away episode. There are striking differences between the probability sample runaways and the purposive sample runaways in this regard.

In general, the purposive sample has far more contact with law enforcement personnel than does the probability sample. Since the purposive sample is much larger than the probability sample and was in part identified through police records, the overall sample figures strongly represent the purposive sample and so perhaps over-represent the amount of contact which runaway youth have with the police. Only 5% of the probability sample runaways were arrested (parent report) in contrast to 28% of the purposive sample. A majority of youth who are arrested during the runaway episode end up having to go to court. In the great majority of cases where the youth was arrested during the episode, the reason for arrest was 'running away' and not any other reason. In the purposive sample, 15% of the arrests were for something other than running away. The various cross-tabulations against age, sex, and ethnicity show few clear-cut differences. However, one large difference is that non- nglo runners have a much higher proportion of both being arrested during the runaway episode and of having to go to court as a result.

#### B. Youth-reported episode data

In this section we report the data that were supplied by the youth regarding the runaway episode (see Appendix B).

##### 1. Number of times gone from home in the last year

The data again indicates that a minority of runaways indulge in more than three episodes. However, whereas the parent-reported data suggested that the majority of youth fell into the category of being away from home only once, the youth-reported data suggests that the largest class of runaway youth fall into the category of being away from home two or three times during the preceding 12 months.

## 2. Month in which the episode takes place

The youth-reported data confirms the major outlines of the parent-reported data. One major difference, however, is that the youth report does not have any 'dip' in the number of episodes taking place in December.

## 3. Where did the youth sleep while running away

A majority of runaway youth stay with friends during the runaway episode. This is true for both boys and girls and for all of the other major categories which were studied. Only about 3% of the runners indicate that they stayed with strangers during the night.

## 4. How located, and mode of return

The data indicate that a majority of the probability sample (67%) of the runaways return on their own. A slightly smaller proportion of the purposive sample indicates they returned on their own. It is clear that parents under-reported the proportion of youth who are returned home by the police. In both the purposive and probability samples, the proportions who are returned home by the police are higher than that earlier proportion indicated by parents. The police emerge, in fact, as the single most important mode of return for those youth who do not return on their own.

## 5. Distance travelled

The youth-reported data confirm the major findings earlier indicated by the parent report regarding distance travelled.

## 6. Mode of transportation used by the runaway

About 3 out of 10 runaways in the purposive sample indicate that they hitchhiked. This figure is much less in the probability sample (3%). In both runner samples, about 1 in 4 indicate that they already had a ride.



# 7. Who did the runaway youth travel with

About half of the runaway youth in these samples travel alone. This is true for the age, sex and class, and ethnic breakdowns. Of those who leave with friends, a majority (60%) travel with only 1 friend. It is important to note that in the great majority of cases for both boys and girls, this is found to be a 'same sex' friend (boys 69%, girls 64%).

# 8. Did the parents report the child missing--and to whom (youth report)

The youth indicate that they believe that they were reported missing by their parents in over half of the cases. More girls than boys appear to be reported missing. The highest social class has a slightly lower frequency of being reported missing. Consistent with this finding is the finding that the minority groups also have a higher rate of being reported missing.

In those cases where the parents reported the youth as missing, it is found that in the overwhelming majority of such cases (around 90%) the report is made to the police. Friends account for the highest source to which the report is made (around 6%).

# 9. Was the episode planned or spontaneous

The youth indicate that in the majority of cases (around 70%) the episode was not planned. There are no large differences between the various sex, ethnic, age or social classes.

# 10. Youth reported reasons for leaving home

Arguments with parents, and problems at home emerge as the most prevalent reasons given by the youth for leaving home. In each case about 50% of the sample of runaways indicate that these were the reasons for leaving home. These two reasons emerge across all class, sex, and age lines as being the most frequent

reasons given by the youth. A much smaller number of youth indicate that reasons for leaving home included problems at school (14%), problems with friends (14%) and problems with the police (9%). Many youth also indicate that 'personal problems' were an important reason for leaving home (41%).

#### 11. Youth-reported reasons for returning home

Of the 14 reasons given for returning home, there is no marked emphasis upon any particular kind of reason. All of the different reasons receive some positive response from fairly substantial proportions of the runaway youth. Among the more frequently mentioned reasons, the following might be noted:

Concern that parents may be worried - 33%

Too hard to make it on one's own - 33%

Wasn't angry anymore - 36%

Missed parents - 36%

Caught by police - 35%

In examining the various age, sex and class breakdowns, a number of important differences can be noted. Among the younger runaways, there is a much greater readiness to agree to a variety of reasons for coming home, e.g., younger runaways have much higher scores than the older runaways for returning home because it is too hard making it on one's own (46%) being afraid (38%), not being angry anymore (54%), missing parents (61%). Among the older runaways, on the other hand, there was a much lower score given for all of the above reasons. Older runaways showed a higher tendency to come home because they were persuaded by an agency (23%).

In comparing anglo runners with non-anglo runners, there are very few differences regarding reasons for returning home. However, many more anglos return home because they have nowhere to go than do non-anglos. Additionally, many more anglos return home because they are persuaded to do so by agency personnel than do non-anglos

12. What does the runaway take along with him/her for support

The data from this runaway sample indicate that about one runaway in four makes no special preparation for running and takes nothing with him for support. At the other end of the spectrum of preparedness, 21% of this sample went prepared with clothes, food, and money.

13. What is the usual planned destination of the runaway youth

Over half of the runaways interviewed in this study who did, in fact, have a planned destination, indicated that they intended to go to a friend's house. A smaller percentage (around 11%) indicated that they planned to go to a relative's. About one runaway in 5 who gave a planned destination seemed to be choosing some 'exotic fun' place. These 'exotic fun' places were often very far away and often were a holiday resort.

14. Did the runaway actually reach his destination---and reasons for not reaching it

Close to 80% of the runaways in the present sample indicated that they reached their intended destination.

The most prevalent reason given for not reaching the chosen destination was that the youth had changed his/her mind. This happened in more than half of the cases where the runner did not reach the intended destination. A much smaller number of runner youth had problems with the police, some found that the chosen place was very difficult to reach (inaccessible), and a variety of reasons dealing with difficulties of various sorts at the destination (e.g., thought they would not be welcome or have no place to sleep, etc.). It should be reiterated that the major reason given was that the youth simply changes his/her mind and either changes the destination or decided to return home.

15. Major categories of good and bad experiences during the episode mentioned by the runaways

Of the runaways who mentioned unpleasant experiences during the runaway episode, the most frequently mentioned experience was fear (13.3%). Other bad experiences mentioned were boredom (7%), police hassles (5%), and bad trips on drugs (3%).

Among good experiences, the most frequently mentioned involved good 'social experiences' and more private 'personal-psychological' experiences (19%). This latter category included a wide variety of growth, awareness, freedom experiences.

A final large category of runaways (29%) simply enjoyed being away from an unpleasant home situation.

16. Runaways' general evaluation of their experience while running

About one-third of all runaways in this sample (33.5%) indicated that overall, their experiences were 'very bad'; 17% of the runners indicated that their experiences were 'good', and an equivalent 17% indicated that their experiences were 'very good'.

## 4.6

AN ATTEMPT TO CREATE A BEHAVIORAL CLASSIFICATION SYSTEM OF RUNAWAY EPISODES

Utilizing most of the behavioral variables which have been described in the earlier sections of this chapter, i.e., distance travelled, number of companions, planned vs. sudden, mode of return, and so on, an attempt was made to create a behavioral classification system of runaway episodes. A hierarchical cluster analysis was applied to the data from 165 runaways. The results of this indicated that the great majority of runaways clustered into two large classes. There were an additional three very small clusters consisting of only a handful of runners. Tables C-1 to C-14 describe the various cluster characteristics which were found.

Behavioral cluster I (39% of the sample) spontaneous unplanned runaway episodes

These youth runaway in a spontaneous unplanned manner. They generally have no clear idea of how far they will travel nor what their intended destination will be. Additionally they have no clear idea of how long they would be gone. Their intended "time away" was not planned. A majority of these youth were not at all prepared regarding clothes, money, food, etc. as one might expect from their spontaneous departure. They have a higher tendency than most of the other runaway types to go to a friend's house. Most of them were back home within a week. They returned on their own, and the police or other social service agencies were only minimally involved. In this group of runners there is a higher than average tendency to "walk", as the means of transportation to their destination.

Behavioral cluster 2 (4% of the sample) deliberate successful episodes

This small group of runaway consists of older youth who carefully plan their runaway episode. They are well prepared with food, money and clothing. They intend to stay away for a long time, i.e., longer than three months,

and, in fact, they do stay away far longer than most runaways. Many of them organize rides to get to their planned destination, or they hitch-hiked. They have a higher than average tendency to intend to go to a "fun/exotic" place where they can have a good time. They appear to be successful in this objective since they have a much higher tendency than other runaways to report having good social times, and an absence of boredom. They have a high tendency NOT to return voluntarily. Their parents have a higher than average tendency to report them missing to the police, and in fact the police are involved to a higher degree in returning these youth to their homes than in most of the other behavioral types here discussed.

Behavioral cluster 3 (17.5% of the sample) temporary "good times" episodes

This tends to be a "running to" group in that the major reason given for leaving home is a search for "good times" (71%). They have a higher than average tendency to state that their intended destination is some "fun/exotic" place. They stay away for about one week and they tend to have a higher likelihood of returning on their own than most other runaways. They have a higher evaluation of their enjoyment of the runaway episode than most runaways. A higher proportion of them state that they had both good social times and good personal-psychological experiences. There is, however, a higher than average tendency to claim that they did not reach their intended destination due to a change of mind. Additionally many of them are not at all sure whether they are "running away" or not. Their parents have a lower than average tendency to report them as missing.

Behavioral cluster 4 (35% of the sample) difficult long term escapist episodes

This larger cluster consists to a large extent of girls trying to escape from bad home conditions. They clearly acknowledge that they are "running away" and they have an intention of staying away for a long time (perhaps six

months). Their parents report them as missing and the police are highly involved in returning the girls to their families. The youth do not return voluntarily. These youth do not have a high evaluation of their experiences while running away and many of them (42%) indicate that their experiences were "very bad". Many of them report that there were bad physical conditions which they had to endure. It should be noted that a fairly high proportion of these youth made no special preparations for leaving home. A higher proportion of these youth stay away for two weeks or longer than do most runaways.

Behavioral cluster 5 (4% of the sample) temporary escapist episodes

In this small cluster of youth there is a high level of intention to run away. However they clearly do not intend to stay away for a long time, i.e., just a few days. In fact most of them return home after only three days. It appears to be an unpleasant situation at home which prompts these youth to leave home. They have a tendency to stay with friends (more than most runners). When their parents are searching for the youth, they in turn have a tendency to check with friends although the police are occasionally involved in returning these youth to their families.

### Conclusion

This episode classification is tentative. It is, however, empirically based and it can be seen that only two types, i.e., types 1 and 4, account for over 70% of all the episodes. Further work is required since other important variables could be added to this typology.

Much validation work also remains to be done. However, the intuitive reasonableness of this initial classification encouraged its presentation in this report.

#### 4.7 A SOCIAL-PSYCHOLOGICAL TYPOLOGY OF RUNAWAY YOUTH

In this section we pursue the following objectives:

- a. Are there distinct 'types' of youth who have a high tendency to run away?
- b. Can these 'types' be identified according to particular patterns, or syndromes of scores, or certain of the major social-psychological variables presumed to be 'causally important' to the runaway act?
- c. Can these 'types' be accurately differentiated from each other?
- d. Can runaway youth be accurately associated with one of these types? How many cannot be readily classified?
- e. What is the relationship between the earlier theoretical typology of runaways and the empirical typology generated from the data?

The choice of 'input variables' for the social-psychological typology

Stemming from the earlier theoretical process outlined in Section 2, a selection of variables was made such that all of the major linkages (or causal influences) was represented in the set of input variables. It is important that all of the major explanatory variables be represented in this input set since if a particular discriminating feature is absent, it might result in the non-differentiation of a particular type of runaway.

In brief, 37 different explanatory variables were utilized in the multi-variate methods used in delineating these typologies. These variables covered the following social domains:

1. The family. Variables here cover socialization, control system, parent-child interaction, social class, negative labelling, parental deviance, and others.
2. The school. Involvement, aspirations, liking for school, negative labelling, school success, and occupational aspirations and expectations were included in this social area.
3. Peers. Number of friends, time spent with friends, normative pressures either towards conformity or deviance, delinquent behavior of friends, and commitment to peers were assessed in this area.



4. Personal variables. Social alienation is represented by measures of normlessness, societal estrangement, and powerlessness. Self-esteem, personal delinquent behavior, and age were also used as input variables.

It is apparent that this selection of variables covers all of the major social arenas mentioned in the earlier theoretical development. The different bonding influences, such as involvement, commitment attitudes, and socialization forces are also present.

The choice of "validation" variables for the social-psychological typologies

One type of validity of a typology rests in the degree to which each of its types are clearly separable on the basis of external variables which were not included in the actual construction of the typology. If the 'types' are shown to have large and significant differences on such external 'criterion' variables, then predictive or concurrent validity can be claimed for the typology.

In the typological exercises that are presented below, a variety of variables were excluded from the actual construction phase of the typology. In the k-means analysis of the joint runner/non-runner sample, the variable 'runaway' was excluded thus allowing a cross-tabulation to assess the degree of association between this etiological typology and running away. In the other analysis dealing with an intra-runaway typology based on the etiological variables, we have cross-scored the emerging typology on a large number of other social and psychological variables, as well as episode, delinquency and services data. The set of validation variables is given in the tables describing each of the types.

A description of the TWO typological exercises conducted in this section

In the present section, two typological analyses are described, both of which have the objective of clarifying the patterning of causally relevant variables. These analyses are as follows:

A. Analysis I: an analysis of a large "composite sample"

In this study the total sample of both runaways (purposive and probability sample runaways) and the full control sample are deliberately mixed into one large composite sample. During the typology construction, the item dealing with 'running away' was omitted. Table 20 below indicates the set of variables which were input into this analysis.

The major purpose of this analysis is to identify highly general profiles which may have the power to separate runaways from non-runaways. Each 'type' emerging from this analysis will be cross-classified against the runaway item to give a runaway score for each cluster. In this way, we hope to identify those clusters which have high and low levels of runaway behavior.

B. Analysis II: an analysis confined purely to runaways

In this second exercise we examine purely the runaway sample in order to delineate the structures which exist within the runaway population. Whereas the above initial exercise will search the data for general profiles leading to either runaway or non-runaway, the present exercise will take a much more specific look at the problem of delineating types of runners.

### Analysis I: a search for general runaway and non-runaway profiles

The presence of over 300 non-runaway youth in this analysis ensures that it cannot be regarded specifically as an analysis of runaway types. However, the mixing of both runners and non-runners in one large analysis should be especially useful in indicating the kinds of profiles which are associated with runaway youth in a general sense and should provide an important context against which the runaway profile can be more readily interpreted. The methodology used in this exercise have been outlined earlier (see Section III). Two trial hierarchical clustering analyses were run using the Ward method. These both indicated that the five partition level was associated with strong clustering in the data. The K-means method was then used with k set at 5.

The general profiles associated with runaway and non-runaway behavior

Table 20 below indicates the standardized and raw scores for each of the five types which emerged from the K-means analysis of this data. It is noted from the table that Types 1 and 2 have extremely high proportions of runaways — 56% and 93%, respectively. The other three clusters, on the other hand, have considerably lower proportions of runaways.

#### High runaway behavior profiles

Types 1 and 2 exhibit a series of characteristics which are markedly in accord with most of the earlier hypotheses concerning the explanation of runaway behavior. Figure 8 has been included as a device to simplify the presentation of the various profiles. The family, school, peer, and personal variables which are found to characterize the high runaway groups are presented in this chart. Their differences with the non-runaway types are noted on this chart.

TABLE 20 K-MEANS ANALYSIS OF TOTAL COMPOSITE SAMPLE  
A TYPOLOGY AT THE 5-LEVEL TO SEPARATE ETIOLOGICAL PROFILES

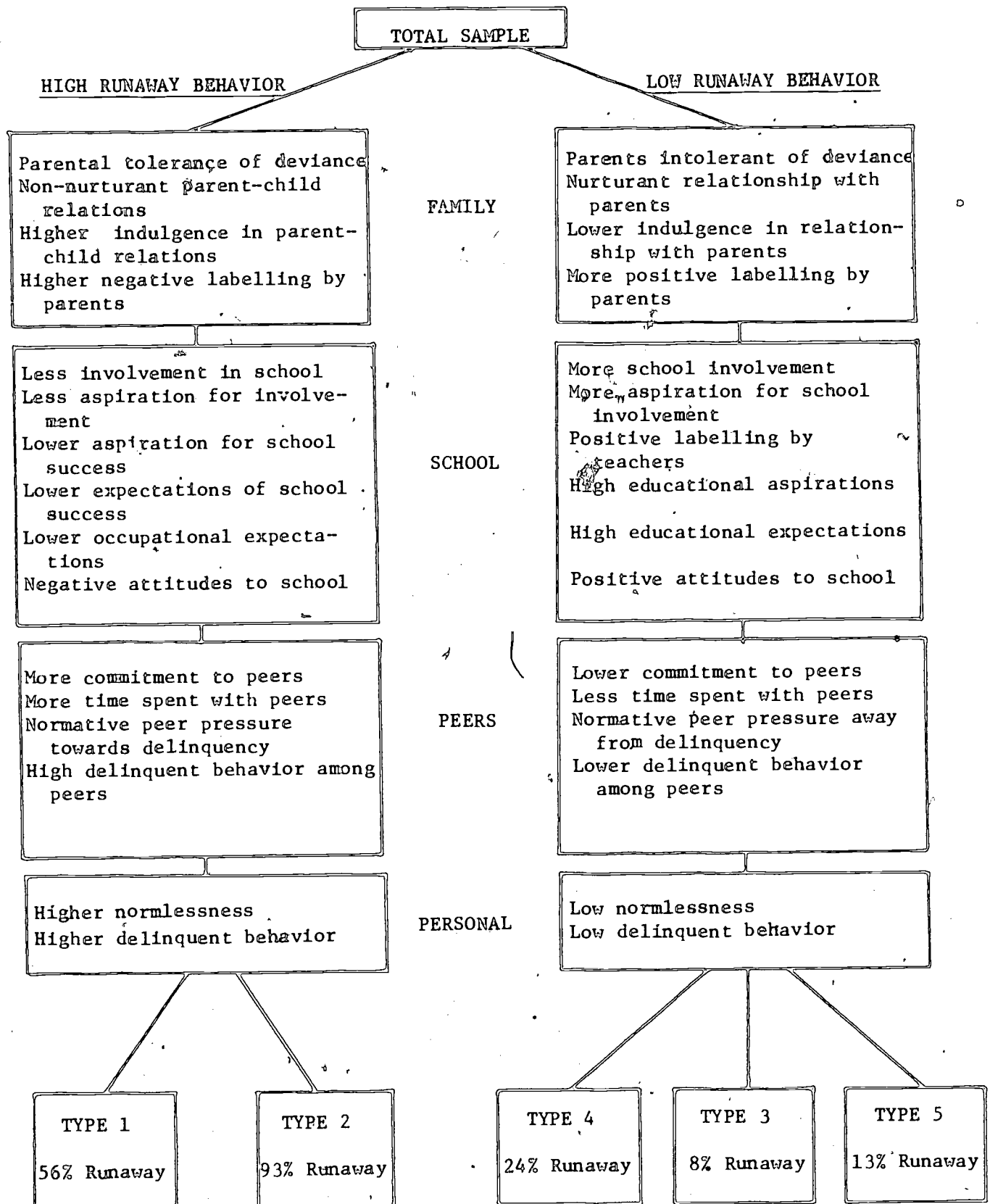
(In the table the first column contains standardized scores; the second column is raw score)

	1					2					3					4					5					All Runners	Total Mean
A. Family Variables	N=100					N=73					N=108					N=95					N=85						
1. Parent Attitude to Own Deviance	-.30	43.39	-.08	44.60	.26	46.53	.09	45.58	-.01	45.00	44.33	45.06															
2. Life Events Scale	-.05	15.42	.60	17.50	-.04	15.44	-.14	15.12	-.26	14.74	16.75	15.57															
3. Marital Conflict	-.18	5.82	.09	6.83	-.00	6.48	.15	7.06	-.03	6.39	6.15	6.50															
4. Parental Dissatisfaction	.04	24.50	.83	29.77	-.40	21.54	.40	26.94	-.70	19.51	27.46	24.23															
5. Parental Achievement Demands	-.43	9.22	-.20	9.58	.35	10.46	.17	10.17	.06	9.99	9.61	9.91															
6. Parent Attitude to Child's Deviance	-.38	48.30	-.07	50.00	.36	52.31	.14	51.15	-.10	49.82	49.55	50.38															
7. Nurture	-.22	12.63	-.77	11.60	.35	13.69	.06	13.15	.40	13.78	12.14	13.03															
8. Protectiveness	-.50	7.66	.30	9.93	.38	10.15	.48	10.41	-.67	7.16	9.10	9.08															
9. Power	-.54	9.47	.10	11.30	.43	12.25	.54	12.56	-.61	9.25	10.84	11.01															
10. Indulgence	.25	5.29	.29	5.36	-.15	4.61	-.21	4.52	-.11	4.68	5.38	4.87															
11. Parent Negative Labelling	.16	16.71	1.18	24.25	-.58	11.31	.20	17.01	-.68	10.58	20.83	15.57															
26. Perceived Parental Dissatisfaction	-.18	24.81	.65	29.57	-.14	25.07	.60	29.32	-.84	21.05	27.36	25.86															
27. Child Rejection of Parents	.01	15.28	1.12	21.95	-.66	11.26	.38	17.49	-.55	11.90	18.03	15.22															
28. Perceived Parental Rejection	.02	9.39	1.41	14.12	-.68	7.02	.15	9.85	-.53	7.54	11.38	9.34															
29. Differential Treatment	-.19	17.78	1.23	23.85	-.53	16.35	.16	19.30	0.34	17.14	20.37	18.60															
35. Child Abuse	-.06	3.48	1.16	4.60	-.44	3.13	.05	3.58	-.41	3.15	4.04	3.54															
36. Social Class	-.07	34.62	-.02	32.86	-.23	28.71	.27	38.73	-.08	31.72	31.16	33.27															
B. School Variables																											
12. School Involvement	.44	3.89	.50	3.96	-.57	2.62	-.25	3.02	.05	3.39	3.66	3.33															
13. Aspiration for School Involvement	.66	3.53	.43	3.19	-.51	1.83	-.62	1.67	.21	2.88	2.94	2.58															
14. Negative Labelling by Teachers	.43	18.75	.93	22.08	-.64	11.57	.10	16.51	-.60	11.82	18.71	15.86															
15. Educational Aspirations	-.74	2.66	-.55	2.93	.60	4.57	.10	3.85	.47	4.38	3.09	3.71															
16. Educational Expectations	-.67	2.27	-.52	2.51	.55	4.15	.05	3.37	.48	4.04	2.81	3.30															
17. Occupational Aspirations	.27	3.22	.28	3.26	-.25	2.09	.12	2.91	-.37	1.84	3.26	2.64															
18. Occupational Expectations	.19	2.23	-.15	1.88	-.01	2.03	-.11	1.92	.04	2.07	2.12	2.03															
19. Attitudes to School	-.78	23.61	-1.07	21.69	.78	34.11	.40	31.52	.39	31.45	24.06	28.84															
C. Peer Variables																											
20. Number of Friends	.18	3.02	.30	3.69	.30	3.58	-.16	3.04	-.31	2.86	3.39	3.23															
21. Time Spent with Friends	.17	3.74	.31	3.95	.10	3.63	-.33	3.01	-.23	3.15	3.79	3.49															
22. Time Spent with Self	-.05	3.08	.25	3.52	-.45	2.49	.06	3.23	.34	3.65	3.39	3.15															
23. Commitment to Peers	.13	4.98	.40	5.44	-.12	4.57	-.16	4.51	-.16	4.49	4.96	4.77															
24. Normative Pressure	-.62	24.25	-1.06	21.69	.92	33.05	.09	28.29	.38	29.88	24.01	27.78															
25. Friends' Delinquency	.51	31.10	1.14	36.11	-.76	20.99	-.18	25.56	-.41	23.74	32.95	27.02															

TABLE 20 CONTINUED

D. Personal Variables	1		2		3		4		5		All Runners	Total Mean
	N=100		N=73		N=108		N=95		N=85			
30. Powerlessness	-.15	31.66	.93	35.45	-.41	30.71	.64	34.43	-.82	29.30	33.18	32.17
31. Child Self-Esteem	.08	25.68	-.68	22.71	.41	26.99	-.63	22.91	.68	28.02	24.50	25.38
32. Normlessness	.42	13.00	.79	14.05	-.77	9.56	.07	12.00	-.28	10.98	12.99	11.78
33. Societal Estrangement	-.05	13.57	.62	14.88	-.46	12.43	.48	14.57	-.54	12.23	13.86	13.47
34. Delinquent Behavior	.42	24.43	1.24	29.15	-.69	17.97	-.27	20.38	-.38	19.79	25.70	21.98
37. Age	.58	15.92	.15	14.89	-.83	12.52	-.42	13.52	.71	16.24	15.09	14.52
Sex (% Male)	26%		35%		56%		7%		7%			
Runaway (%)	56%		93%		8%		24%		13%			36%

FIGURE 8  
A GENERAL ANALYSIS OF THE COMPOSITE SAMPLE (BOTH RUNNERS AND NON-RUNNERS)  
DESCRIBING PATTERNS OF VARIABLES LEADING TO 5 CLASSES OF YOUTH  
WHO EXHIBIT HIGH AND LOW LEVELS OF RUNAWAY BEHAVIOR



The data indicates a pattern of poor school involvement, lower aspirations and expectations, more negative attitudes towards school, and more negative labelling. The general runaway orientation also appears to involve a greater amount of time spent with peers.

It might be noted that there is a far higher level of normative pressure towards delinquent behavior within the two runaway groups. Finally, the two runaway groups exhibit higher levels of normlessness as well as higher levels of delinquent behavior.

Differentiating between the two high runaway types

Figure 9 indicates the features on which the two higher runaway types can be differentiated. Type 2 suffers from a much more serious family situation than does Type 1. This involves more physical abuse, more constraints on autonomy and freedom, more severe levels of differential treatment, more parental rejection, and more parental negative labelling. The family situation of Type 1 looks almost good in comparison. The school situation of both of these types is very poor. The two types are consistently different on the profiles of variables indicating social alienation, peer delinquency, self-delinquent behavior, and self-esteem. In each case, Type 2 is more beset with problems than is Type 1.

Distinguishing features of the three low-runaway clusters

Figures 10 and 11 give further information on the features which differentiate between the three types which have relatively low levels of runaway behavior. It is again stressed that all of this information is provided by Table 20.

FIGURE 9  
DIFFERENTIATING FEATURES BETWEEN THE TWO HIGH RUNAWAY CLUSTERS  
FROM THE K-MEANS CLASSIFICATION OF THE JOINT (RUNNERS AND NON-RUNNERS) SAMPLE

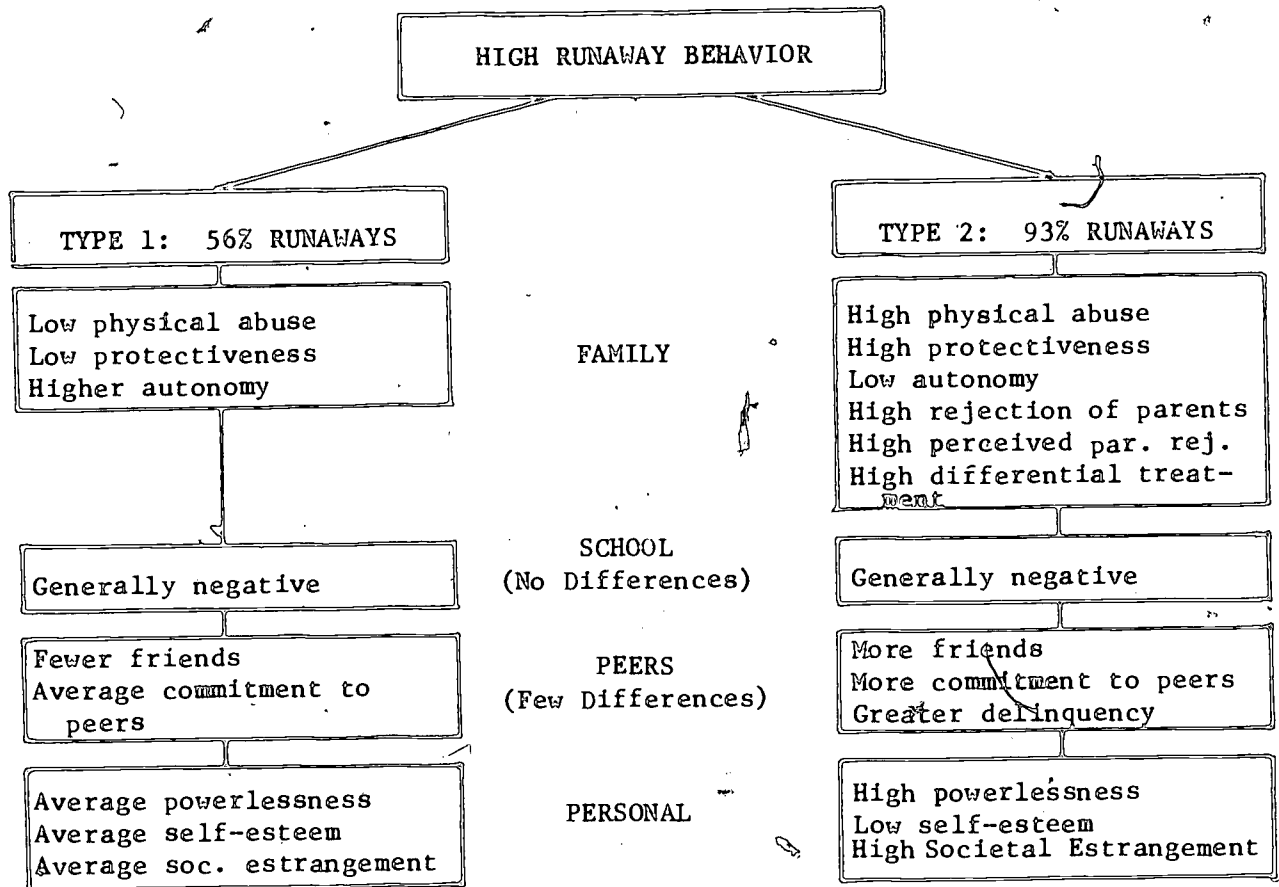




FIGURE 10  
DIFFERENTIATING BETWEEN THE THREE LOW RUNAWAY CLUSTERS  
FROM THE K-MEANS CLASSIFICATION OF THE JOINT (RUNNER AND NON-RUNNER) SAMPLE:  
FAMILY VARIABLES

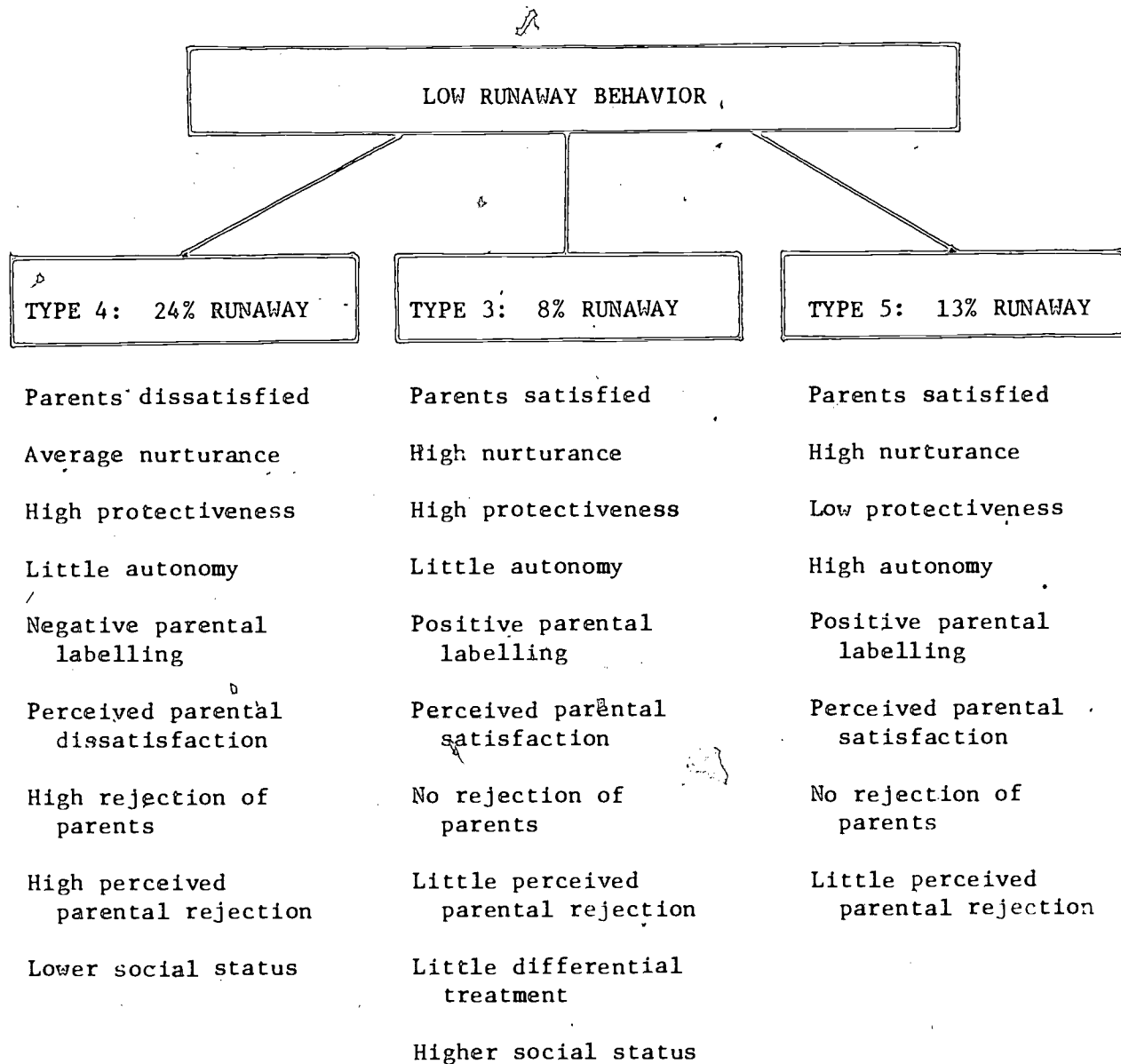
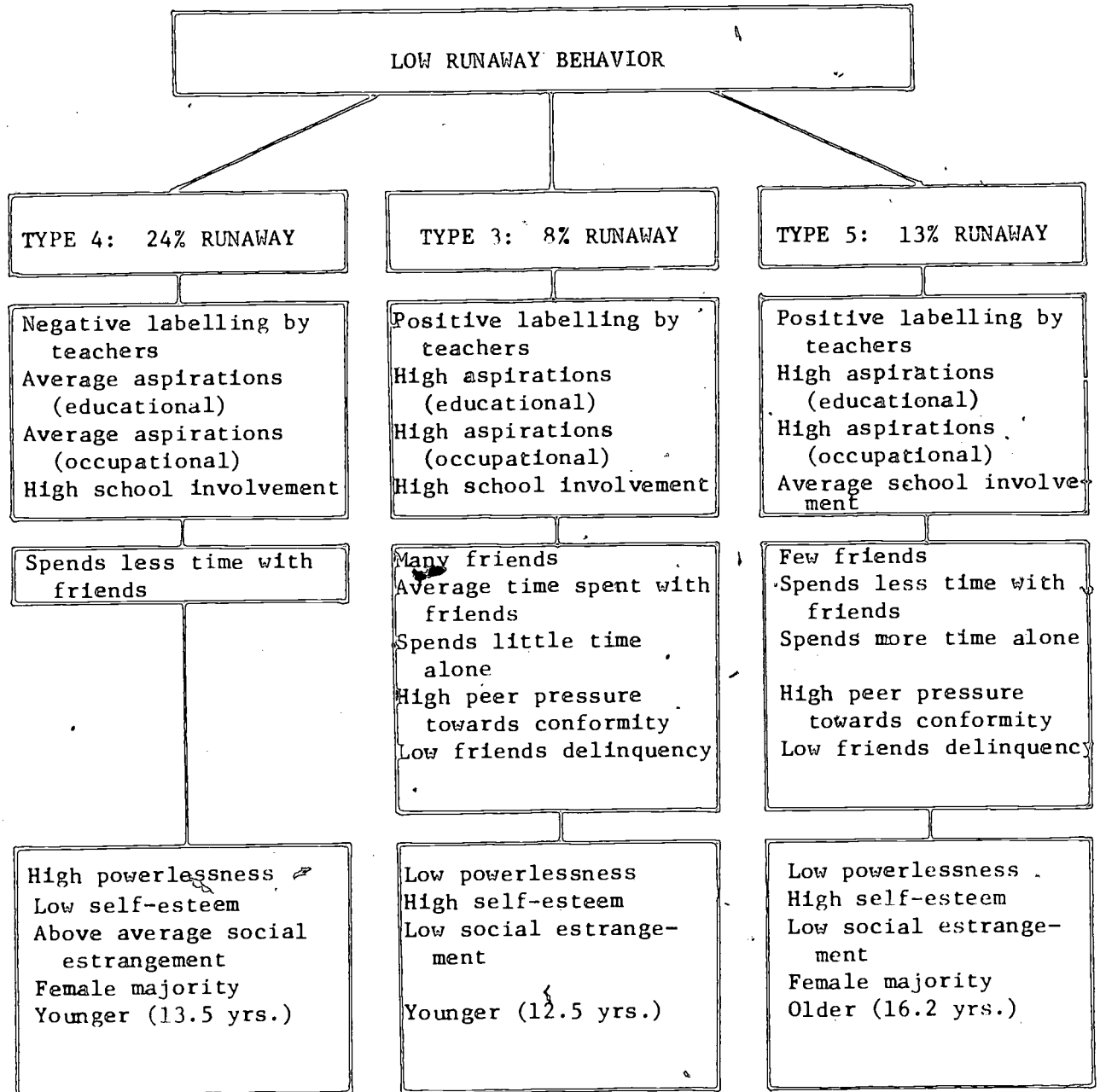


FIGURE 11  
DIFFERENTIATING BETWEEN THE THREE LOW RUNAWAY CLUSTERS  
FROM THE K-MEANS CLASSIFICATION OF THE JOINT (RUNNER AND NON-RUNNER) SAMPLE:  
PEER, SCHOOL, AND PERSONAL VARIABLES



Higher levels of nurturance, high parental satisfaction with the child, positive labelling, and an absence of either parental rejection of the child or child rejection of the parent characterize these groups in which runaway behavior is infrequent. Again, good school relationships and activities especially characterize groups 3 and 5 in which there is very little runaway activity. Type 4 appears to be a transitional type between the two essentially non-runners groups and the two runners groups.

#### Conclusion to this analysis

The major purpose of this analysis was to examine the joint profiles associated with runaway activity and with non-runaway activity. The analysis goes beyond all of the earlier comparisons between runaways and non-runaways in that all of the etiological variables included in this analysis are considered simultaneously. It is important to note that most of the major hypotheses laid out in the earlier sections and supported by the ANOVA's in the previous section are again verified by the present analysis. Secondly, it should be clear that this analysis was essentially exploratory. Prior to the analysis there could be no well-specified set of hypotheses involving the set of 35 different etiological variables.

Analysis II: a more refined typology of runaways

The results of the analyses presented in this section afford a more wholistic portrayal of the runaway phenomenon. The non-runaways are omitted from this analysis. The sample under study consists of all the runaways from both the probability and purposive samples.

Whereas the earlier analysis successfully identified two general runaway groups on the basis of common score patterns on the major etiological influences, it is clear that the high number of non-runaways would serve to blur any specific intra-structures within the runaway population itself. The analysis was designed to separate the more general profiles associated with running away rather than to provide a specific typological analysis of runaways. The number of runaways entering each of the five general classes ranged from 8% to 93% thus indicating the achievement of this general objective.

A note on methods used in the present analysis

The input variables again consist of the same 37 variables which were used in the earlier general analysis. Table 21 below indicates this list of variables. A trial hierarchical agglomerative analysis was used to indicate the partition level. The error-sum graph from this analysis indicated that there was strong typological structure at the 4-partition level. However, the graph also indicated that at the 7-level there was an increase in the information loss. Consequently, we utilized both the 7 and 4 levels as the choices for a more powerful K-means iterative relocation analysis. In this method a trial partition of the sample is successively modified until there is no further improvement in a classification criterion. Unweighted euclidean distance was used as the estimate of similarity between cases, and the classification criterion optimized was the sum of the squared within-cluster deviations. Both

the 7 and 4 levels gave meaningful analyses. The more specific clusters at the 7-level, however, contain more information than do the general clusters at the 4-level. To test whether there was clear separation between the 7 smaller sub-types, a series of stepwise discriminant analyses were run. These gave graphical representations of the clusters in discriminant space and also indicated the degree to which cases could be readily classified into the typology using these discriminant functions. The full technical descriptions of this program are given in the BMD manual (Dixon 1973). Finally, a series of One-way ANOVA's were used in examining the amount of separation which the different clusters had on each of the input variables. Using ANOVA's and simple cross-tabulations, giving contingency coefficients and  $X^2$ , most of the other variables not used in the typology construction were also examined for their separation on each of the types. This constitutes an initial approach to examining the concurrent validity of these runaway types.

## Results

Tables 21 and 22 indicate the standard scores and raw mean scores for the 4- and 7-level partitions of the K-means analysis of the runaway sample.

In interpreting the meaning of these tables, we will follow the broad outlines of the earlier theoretical taxonomic scheme as presented in Section II.

This scheme makes a division of runaways into three general classes:

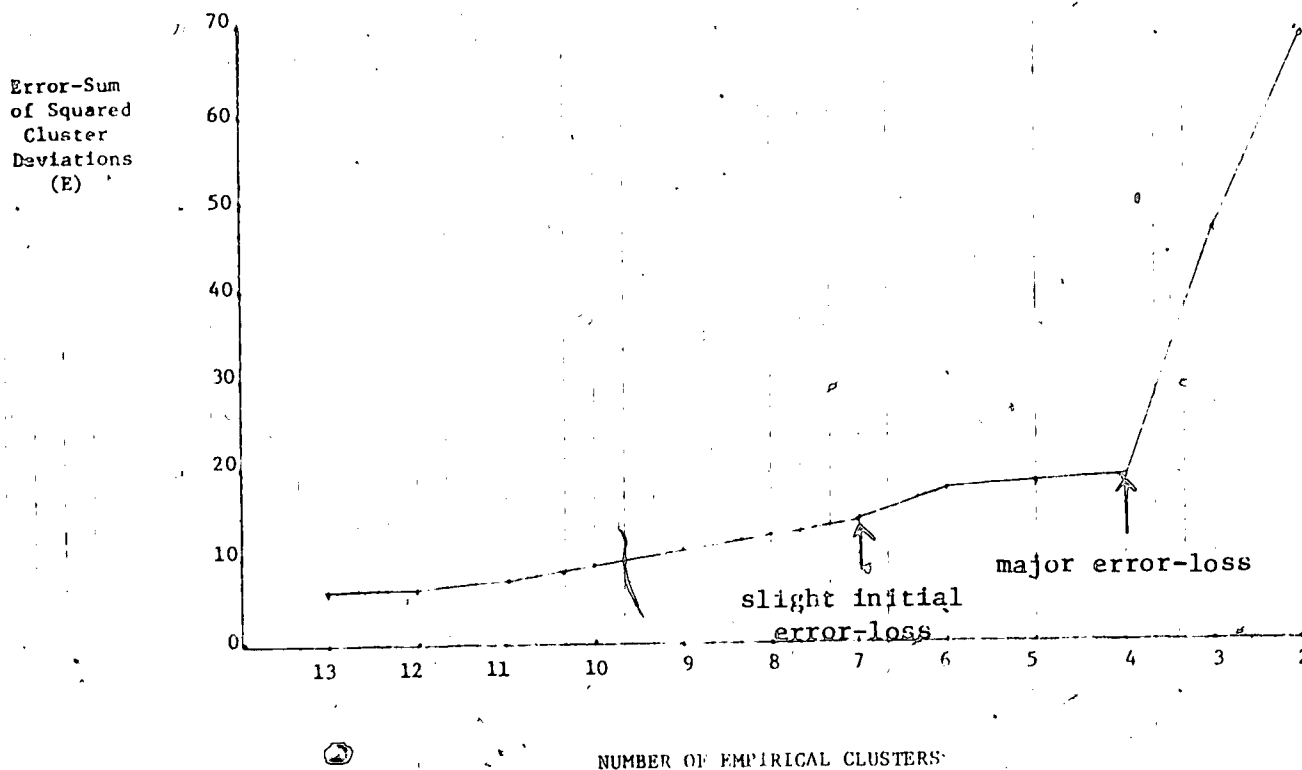
1. Structural strains, socio-economic and educational blockage
2. Personal, psychological or motivational blockage
3. No apparent strains

In examining the 3 and 4 partition levels of this analysis, it is clear that considerable simplification is involved. Consequently, although we briefly discuss the meaning of the 4-type level (largely because of its strong type structures), we will concentrate our analysis on an examination of the more informative 7-type level.

### General structure of the 4-type partition

The graph of the error function presented below indicates a major loss of information following the 4-type partitioning of the runaway sample. We, therefore, examine in detail the psychological meaning of the four large clusters which emerged at this level.\*

FIGURE 12  
ERROR-LOSS GRAPH FOR HIERARCHICAL CLUSTERING OF 165 RUNAWAY FAMILIES  
(PARENT-YOUTH DYADS)



\*Technical note: The loss-function and the associated dendrogram (hierarchical tree) were both generated by the minimum-variance hierarchical clustering. Cluster centers from this analysis were then used as inputs to the more powerful K-means method. The K-means method was used in refining the initial solutions provided by the hierarchical clustering. This procedure was used both at the 4-level analysis and also at the 7-level.

Table 21

Etiological 4-Way Typological Analysis of Runaways  
Standard Scores for Each Type-Centroid

	Type 1 N=47	Type 2 N=22	Type 3 N=42	Type 4 N=54
<b>A. Family Variables</b>				
1. Parental attitude to own deviance	.11	-.74	.27	-.01
2. Life events	.22	-.66	-.18	.22
3. Marital conflict	-.16	.01	.07	.08
4. Parental dissatisfaction	.13	-.18	-.69	.50
5. Parental achievement demands	.56	-.55	-.03	-.25
6. Parental attitudes to child's deviance	.34	-.89	.14	-.04
7. Nurturance	.13	-.29	.28	-.21
8. Protectiveness	.40	-.22	-.54	.16
9. Power	.30	.48	-.53	-.05
10. Indulgence	.04	-.03	-.04	-.05
11. Parental negative labelling	.13	-.16	-.66	.47
26. Perceived parental dissatisfaction	.23	-.20	-.71	.43
27. Child rejection of parents	.09	-.63	-.62	.66
28. Perceived parental rejection	.11	-.59	-.58	.60
29. Differential treatment	.08	-.43	-.76	.67
35. Child battery	.32	-.43	-.38	.19
36. Social class	-.43	.69	-.01	.10
<b>B. School Variables</b>				
12. School involvement	-.56	-.40	.17	.52
13. Aspiration for school involvement	-.71	-.57	.37	.57
14. Negative labelling by teachers	-.20	-.79	-.21	.66
15. Educational aspirations	.72	-.77	.20	-.47
16. Educational expectations	.68	-.58	.21	-.52
17. Occupational aspirations	-.11	.49	-.18	.03
18. Occupational expectations	.05	-.03	.36	-.31
19. Attitudes to school	.58	.12	.18	-.69
<b>C. Peer Variables</b>				
20. Number of friends	.19	.01	-.44	.14
21. Time spent with friends	.07	.11	-.11	.02
22. Time spent with self	-.06	-.61	.32	.05
23. Commitment to peers	-.13	-.08	-.16	.27
24. Normative pressure of friends	.34	.60	.21	-.71
25. Friends' delinquency	-.21	-.82	-.10	.59

Table 21 Continued

	<u>Type 1</u> <u>N=47</u>	<u>Type 2</u> <u>N=22</u>	<u>Type 3</u> <u>N=42</u>	<u>Type 4</u> <u>N=54</u>
D. <u>Personal Variables</u>				
30. Powerlessness	-.02	-.08	-.76	.64
31. Child self-esteem	-.24	.57	.59	-.48
32. Normlessness	-.03	-.38	-.38	.47
33. Societal estrangement	.16	-.27	-.48	.35
34. Delinquent behavior	-.30	-.43	-.19	.68
37. Age	-.37	-.09	.62	-.13



Table 21 above indicates the social-psychological profiles associated with the 4 types which are found at this level. In brief, the major features of these four classes are as follows:

1. Younger non-delinquents with family problems

The data indicates that these youth do not experience serious structural economic or educational strains. Social class is about average. Their school situation is generally good. Relationships with parents are not good and involve the following: over-protectiveness, denial of autonomy, high achievement demands, physical punishment, and perceived parental rejection.

2. Lower social class youth - good family relations but high economic/educational strains

These lower social class youth have generally good relations with their parents. However, they appear to have completely opted out of school in terms of both educational aspirations and expectations. There is also a high disjunction between occupational aspirations and expectations. These youth spend a great deal of time with their friends.

3. Older youth with high levels of autonomy

These youth have generally good family relationships although their parents appear to be extremely liberal providing the youth with large measures of freedom and autonomy. The youth, however, are somewhat withdrawn from school and have few friends.

4. Highly delinquent youth, high strains in both family and school

Relationships in both family and school are extremely stressful involving high levels of mutual rejection and dissatisfaction. Peers are highly delinquent, and these youth have high normative pressures towards deviance. They are extremely socially alienated.

A note on the overall taxonomic structure of the following analysis

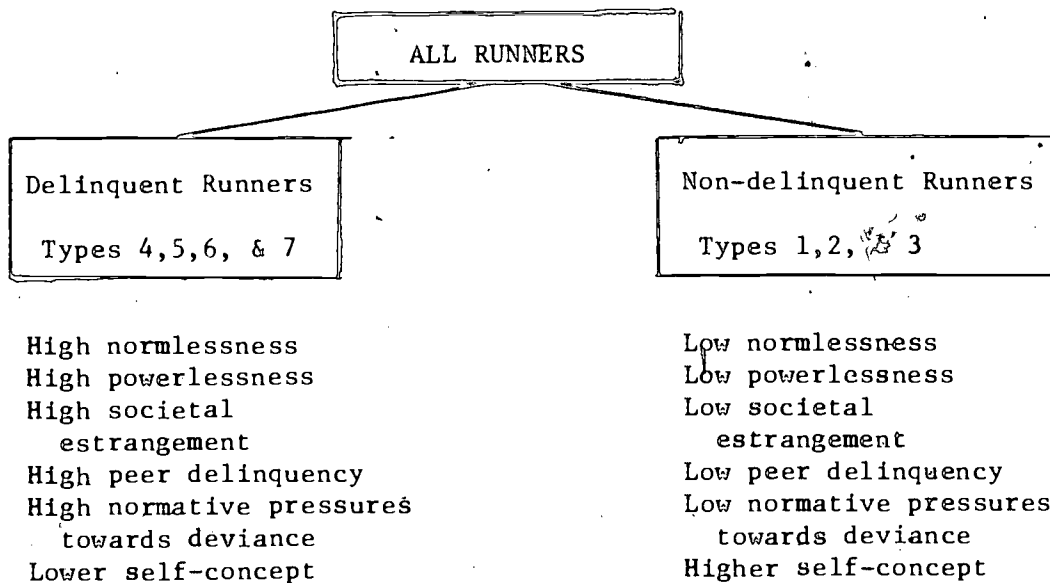
While the above four type descriptions provide intuitively sensible motivational forces for the runaway activity of each of these major types, our examination of the higher partitioning levels suggests that the above four types remain too general in nature, and that some important sub-type differences are lost.

We now continue this analysis to the more detailed level in which we examine the nature and stability of the various sub-types. This continuing analysis has suggested that the seven sub-type level is reliable statistically, and, at the same time, readily interpretable from a social-psychological point of view.

A schematic review of the overall runaway typology

To aid comprehension of the following section--since a great deal of descriptive data is presented--we provide a preview of the major structures involved in the social-psychological typology. The most basic division of the seven types which were found involves the level of delinquent behavior of the types. There is a clear pattern of variables associated with this difference, as indicated in Figure 13.

FIGURE 13  
A GENERAL DIVISION OF RUNAWAYS ACCORDING TO SCORE PATTERNS  
RELATED TO DELINQUENT BEHAVIOR



Through examining the detailed data given in Tables 21 and 22 the reader can confirm the above pattern of joint score differences between the delinquent and non-delinquent runners.

To further clarify the manner in which the seven sub-types are differentiated from each other, we have structured the complete analysis schematically in Figure 14, given below.

This diagram indicates that a major division between the types depends on the presence or absence of severe family stresses. Most of the delinquent runaway types exhibit such stresses and cluster to the left of this diagram. The school situation then operates to subdivide these two groups with the three non-delinquent types being separated to the right of the diagram and the delinquent types moving to the left: peer relationships, modeling effects, and personality variables powerfully relate to this basic subdivision into delinquent versus non-delinquent runaways.

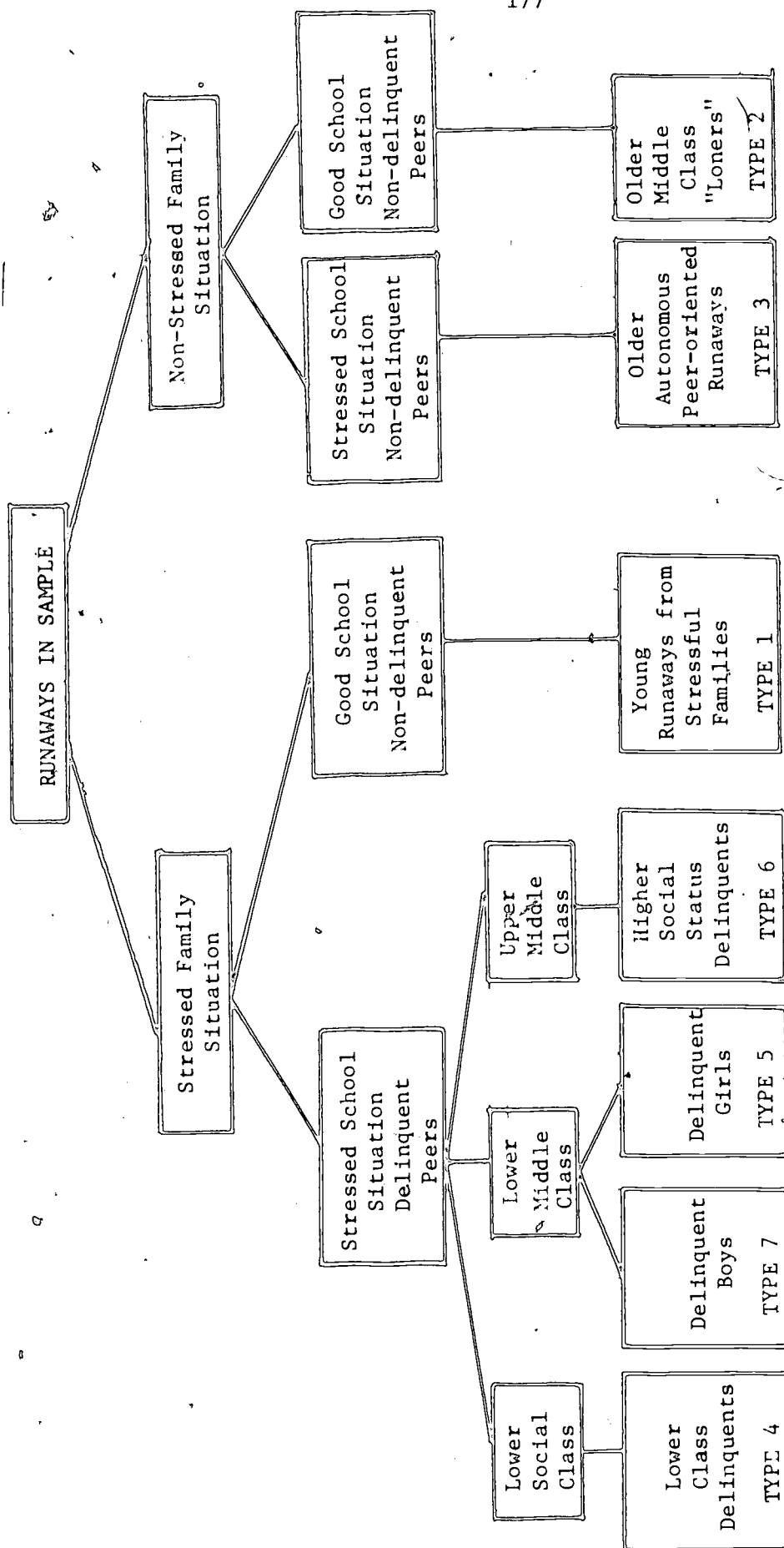


Figure 14 OVERALL TAXONOMIC STRUCTURE SUGGESTED BY THE ETIOLOGICAL ANALYSIS OF THE RUNAWAY SAMPLE

TABLE 22  
ETIOLOGICAL 7-WAY TYPOLOGICAL ANALYSIS OF RUNAWAYS: (a) STANDARD SCORES (b) RAW SCORE MEANS

\*Standard Cluster Mean  
\*\*Raw Cluster Mean

A. Family Variables	Cluster 1 N=20	Cluster 2 N=15	Cluster 3 N=39	Cluster 4 N=21	Cluster 5 N=21	Cluster 6 N=28	Cluster 7 N=21	All Runners	Non-Runners
1. Parent attitude to own deviance	-72.3	40.3	22.4	32.4	10.4	-15.4	-24.4	44.3	45.7
2. Life events scale	30	17.6	-22.1	16.1	-18.1	16.2	44.1	16.75	15.0
3. Marital conflict	-33	4.8	-01.6	17.2	-09.5	5.8	19.7	6.15	7.4
4. Parental dissatisfaction	13	28.3	-43.2	6.1	43.3	30.3	45.3	27.46	22.5
5. Parental achievement demands	16	9.9	-49.8	30.6	38.1	10.5	62.8	9.61	10.1
6. Parent attitudes to child deviance	-23	48.3	-07.9	35.5	19.6	48.2	-14.8	49.55	51.1
7. Nurturance	-13	11.9	-01.1	12.1	30.1	12.7	68.1	12.14	13.5
8. Protectiveness	52	10.6	-41.7	10.6	90.1	6.8	11.0	9.10	9.1
9. Power	80	13.5	-30.9	12.1	55.1	9.1	05.5	10.84	10.5
10. Indulgence	16	5.7	-23.5	4.9	17.5	5.6	09.7	5.38	4.9
11. Parent negative labelling	23	22.5	-50.1	17.1	15.1	21.9	25.2	20.83	12.8
26. Perceived parent dissatisfaction	-30	25.9	-40.2	25.3	54.3	30.1	28.8	27.36	25.2
27. Child rejection of parents	-62	14.2	-57.1	14.4	1.1	25.1	65.2	18.03	13.7
28. Perceived parental rejection	-56	9.2	-43.9	9.7	1.1	25.1	44.1	11.38	8.2
29. Differential treatment	-45	18.8	-60.1	17.2	1.5	28.6	31.2	20.37	17.7
35. Child abuse	-47	3.6	-34.3	3.7	56.4	4.7	15.3	4.08	3.7
36. Percent girls	40.1	40.1	62.1	57.1	86.1	50.1	38.1	56.1	56
B. School Variables									
12. School involvement	-1.07	2.3	0.4	3.7	1.1	3.8	0.2	3.66	3.2
13. Aspiration for school involvement	-99	1.4	22.3	3.3	10.3	3.1	64.4	2.94	2.4
14. Negative labelling by teachers	-66	14.1	-23.1	17.1	37.2	21.3	76.2	18.71	14.2
15. Educational aspirations	66	4.1	1.1	4.7	54.2	2.3	71.2	3.09	4.1
16. Educational expectations	78	4.0	1.1	4.5	52.2	2.0	81.1	2.81	0.4
17. Occupational aspirations	-13	3.0	30.3	3.9	11.3	3.0	68.4	3.26	2.6
18. Occupational expectations	03	2.2	22.2	2.3	07.2	2.2	105.1	2.12	2.3
19. Attitudes to school	91	30.0	-22.2	22.7	-45.2	21.2	102.4	24.06	31.6
C. Peer Variables									
20. Number of friends	43	4.0	-65.2	2.5	21.3	3.7	03.3	3.39	3.2
21. Time spent with friends	11	4.0	-60.2	2.9	01.3	3.8	45.4	3.79	3.3
22. Time spent with self	-65	2.4	54.4	4.3	-26.3	3.8	20.4	3.39	3.0
23. Commitment to peers	-47	4.1	02.5	5.0	15.5	5.4	08.5	4.96	4.6
24. Normative pressure	94	28.6	75.2	27.7	26.2	2.7	-54.2	24.04	30.1
25. Friends' delinquency	-89	25.6	-47.2	29.1	29.3	35.4	30.5	32.95	23.7
D. Personal Variables									
30. Powerlessness	-48	31.4	-1.0	29.5	1.4	38.3	08.3	33.18	31.6
31. Child self-esteem	33	25.8	98.2	28.3	-45.2	27.7	-12.2	24.50	25.9
32. Normlessness	-154	11.6	-61.1	11.4	11.3	14.3	64.6	12.99	11.1
33. Societal estrangement	-53	12.7	-81.1	12.2	25.1	13.3	13.1	13.86	13.3
34. Delinquent behavior	-89	19.7	-74.2	20.7	23.1	29.2	59.2	25.70	20.0
37. Age	-92	13.2	57.1	16.3	07.1	15.2	53.4	15.09	?

## Seven types of runaway youth

Table 22 provides standard scores and raw score means for each of the seven type centroids.

### A. Lower delinquency runaways

Although we designate these three sub-types, i.e., Types 1, 2 and 3 in Table 22 as "lower delinquent runaways", it is clear from the data in Table 27 and 28 that all of the runaway youth have higher levels of delinquent behavior than the non-runaway sample. However, these three types are clearly much less delinquent than Types 4, 5, 6 or 7. The major features of the three non-delinquent types are as follows:

#### Type 1: Young runaways from stressful families

Boys form 60% of this type. The average age of the type is 13.2 years.

Family Situation. The family situation of these youths appears to be highly stressful. Over protectiveness, denial of autonomy to the child, physical punishment, deprivation of privileges, expressive rejection, the use of social isolation as a form of punishment, parental dissatisfaction and negative labeling, are all at a much higher level than for non-runaways. The life event scale indicates that this type of family has undergone much family disruption. Parental self-esteem is low, powerlessness and social estrangement are higher than for non-runaways. Social class is neither high nor low with most parents of this group being placed in the 3 and 4 range of the Hollingshead class index.

Surprisingly, the youth in this group do not have very negative attitudes towards their parents. On scores for rejection of parents, perception of parents' rejection and child's perception of parental dissatisfaction, these youth are nearer to the non-runner class than they are to the other runners. On the other hand, they are obviously aware of the high levels of protectiveness,

denial of autonomy, and social isolation which is involved in their relationships with their parents.

School situation. The school situation is generally good. The youth are involved, have high aspirations, and have apparently good relationships with teachers. They like school.

Peer situation. These youth have many friends and they spend much time with their friends. They spend little time alone. The peer group of these youth is less delinquent than other runaways, but somewhat more delinquent than the non-runner.

Personality characteristics and delinquent behavior. All of the personality characteristics suggest that these youth should not be delinquent. They have good self-esteem and all of the alienation variables are close to the non-runner averages, i.e., these youth are much less alienated than most of the other runaways.

Type 2: Middle class "loners:" a "running to" model

Girls form 60% of this group. The average age of the type is 16.3 years.

Family situation. There are no serious family stresses in this runaway type. Social class is somewhat higher than for most other runaways. This is perhaps reflected in higher parental self-esteem, lower levels of parental powerlessness and social estrangement. The parents place higher than average achievement demands on these youth as compared to most other runaways. There is not a large degree of negative labeling (as in the other runaway types) and these parents appear to have a higher degree of satisfaction with their child. There is a low level of protectiveness and a higher than average degree of autonomy.

School situation. The school situation of these youth also appears to be highly satisfactory. They are involved, highly aspiring educationally, and have high expectations of achieving these goals. They appear to like school and are positively labeled by their teachers.

Peer situation. These youth have few friends (compared both to runners and non-runners) and they spend larger amounts of time alone. Although their friendship group involves some normative pressures towards delinquency, and some delinquent behavior, it is not as delinquent as that of most of the other runner types.

Personality characteristics and delinquent behavior. These youth have high self-esteem and are not especially alienated. They have low levels of delinquent activity.

#### Type 3: Autonomous "older" runaways

Both girls and boys find membership in this type. Average age is 16.1 years and social status is low.

Family situation. The family situation of this runaway type is characterized by a high level of freedom and autonomy for the youth. Achievement demands and companionship levels are very low, suggesting some degree of separation between the parents and youth. However, in most respects, the family relationships of this type do not involve rejection or mistreatment.

School situation. The most marked feature of the school situation of these youth is the extremely low levels of academic aspirations and academic expectations. On these variables, these youth are not only lower than non-runners, but also lower than most runaways. Additionally, these youth do not like school.



Peer situation. Although these youth do not have a very large number of friends, they spend a great deal of time with their friends. As with Types 1 and 2, although the peer pressures of this group involve more delinquent activity, these pressures are less than is the case for the other four runaway types.

Personality characteristics and delinquent behavior. Self-esteem is near that of non-runners and levels of social alienation are not high. Delinquent behavior, although slightly higher than that of non-runaways, is low in comparison to other runaways.

#### B. Delinquent Runaways

The four runaway types, 4,5,6 and 7, which are described in this section are characterized by a much higher level of delinquent behavior than are the three types which are described above. The most striking difference between the two classes--delinquent and non-delinquent--can be seen in the personality variables. Almost uniformly, the delinquent runners have higher levels of social alienation and lower self-esteem. These differences will become obvious during the following descriptions.

Type 4: Lower social class, high family and school stresses: high delinquency and commitment to delinquent peers

Family situation. There is a high level of rejection of the child in this type. Scores for negative labeling, parental dissatisfaction, expressive rejection, affective punishment, deprivation of privileges, and perceived parental dissatisfaction (by the youth) are all significantly high. The child, in turn, has a high level of rejection for his/her parents. The parents in this type appear set on controlling the child, since there are high scores for protectiveness, denial of autonomy, physical punishment and social isolation.

Social class is low. It is interesting to note that levels of parental powerlessness and parental societal estrangement are low, while parental self-esteem is low.

School situation. These youth have low levels of aspiration for educational success when compared to non-runners. They are somewhat on the outside of school activities, but have a higher than average desire to be more involved. Occupational aspirations also are very low. Negative labeling by teachers is low compared to other runners, but very high compared to non-runners.

Peer situation. These youth have many friends and a high level of commitment to their friends. Paradoxically, they spend a large amount of time by themselves. This may relate to parental overprotection and control. The peers of these youth are highly delinquent and the youth experience high levels of normative pressure towards delinquency.

Personality variables and delinquent behavior. Normlessness, powerlessness, high societal estrangement, and low self-esteem characterize these youth. They exhibit a high level of delinquent behavior, including: breaking and entering; beating up on people; petty theft; and truancy.

Type 5: Delinquent girls with highly stressful home and school situations and strong peer pressure toward delinquency

A majority of these youth are female (85%) with an average age of 15.2 years.

Family situation. This differs from the previous type by a bias towards the middle class. High levels of parental over-protection and denial of autonomy to the youth are present. Extremely high levels of parental dissatisfaction,

parental negative labeling, perceived parental rejection, physical abuse, and differential treatment indicate a highly unsatisfactory home situation. The youth's parent rejection score is also extremely high, indicating the anger of these youth.

School situation. These youth thoroughly dislike school. They have low involvement in school and have minimal aspiration to be involved in school. Negative labeling by teachers is extremely high and the youth exhibit low aspirations for educational success and low expectations of achieving success. Occupational aspirations are similarly low.

Peer situation. These youth have more friends than average, they spend little time by themselves, and are highly committed to their peers. This peer group is highly delinquent and the youth experience high normative pressures toward delinquency.

Personality and delinquent behavior. Exactly the same pattern of personality variables is seen in ALL of the delinquent runaway types, i.e., high alienation (for all three forms of alienation measured) low self-esteem and high delinquent behavior, e.g., petty theft, vandalism, beating up on other kids, drug use, marijuana use, glue-sniffing and alcohol use.

Type 6: High social class, delinquent youth: Stressful, rejecting family, low school involvement, and high commitment to delinquent peers. An equal number of boys and girls enter this type, with an average age of 15.6 years.

Family situation. The family situation of this runaway type is also extremely stressful, characterised by high levels of parental rejection, negative label-

ing, differential treatment, parental dissatisfaction, low affective reward, and a high level of child's rejection of parents.

Social class is high. This is again accompanied by high levels of parental achievement demands, high parent self-esteem, and low levels of social estrangement and powerlessness.

An important feature of the family situation of these youth is that high levels of freedom are granted to the youth. Scores for parental protectiveness and power are significantly low.

School situation. These youth have low involvement in school and little aspiration to increase this involvement. As with the other delinquent runaway youth types, these youth are highly negatively labeled by teachers. The youth, in turn, hold highly negative attitudes towards school.

In contrast to the other delinquent runaway types, however, these youth have high educational expectations and high aspirations to succeed educationally. This appears to be consistent with the higher social class of these youth. Grade levels are average or above. In regard to occupation, however, these high aspirations do not hold. These youth appear to be distinctly uninterested in occupational success.

Peer situation. These youth have fewer friends than most youth, while at the same time having a higher level of commitment to these friends than either non-runaways or other runaways. They spend more time alone than most youth. As in Type 5, the peer group is highly delinquent and these youth experience strong normative pressure toward deviance.

Personality and delinquent behavior. This profile follows the same pattern as that found in Type 5. Among the delinquent acts indulged in by this group are:

joy-riding; vandalism; theft of \$50 or more; use and sale of hard drugs; breaking and entering.

Type 7: Young males with highly stressful home and school situations and high commitment to delinquent peers.

A majority of this type of runaway are boys (72%). The average age of the cluster is 14.0 years.

Family situation. Parental dissatisfaction, low nurturance high negative labeling, differential treatment, child's rejection of parents and perceived parental rejection of the youth are found in this generally unsatisfactory family situation.

Parental achievement demands are low and there is a high level of tolerance both of the child's deviance and also of the parent's own deviance. Affective reward and instrumental companionship are very low, while high expressive rejection indicates that the child is in an emotional "push-out" situation. The child's responses on the Bronfenbrenner scales confirm this extreme rejection.

School situation. The school situation of these youth also is evidently dreadful. It falls below not only the non-runaway, but also below ALL of the other runaway types. They are almost completely uninvolved in school activities and have no interest in being involved. They have the most negative attitudes to school of all the runaway types and have, by far, the highest negative labeling scores by teachers. Their grade levels are extremely low, and they have low educational aspirations and expectations. Occupational aspirations are high and unrealistic, given that their expectations fell well below their aspirations.

Peer situation. These youth spend a large amount of time with their friends and are highly committed to their friends. These peers are highly delinquent, and the youth in this type experience strong normative pressure toward deviant behavior.

Personality and delinquent behavior. Again, the same general pattern of high social alienation and low self-esteem is found in this type as in types 4, 5 and 6. Among the delinquent acts committed by this group are petty theft, breaking and entering, beating up on other kids; gang fights, use of force to get money, marijuana use, sale of marijuana, truancy, use and sale of hard drugs, and liquor consumption.

## Testing the typology

### A. Concurrent Validity

Tables E1-E11 outline the results of a series of one-way analyses of variance which were conducted using all of the scaled etiological variables, including those which had not been utilized in creating the typology. An examination of these tables will indicate that numerous statistically significant differences were found between the types for their scores on such validation variables. A good example is parental self-esteem which reaches high significance for the inter-type differences. Additionally, all of these differences appear to be in line with the various theoretical considerations.

### B. Statistical Separateness of the Types

We additionally examine the degree to which the various types can be differentiated from each other by the use of the stepwise discriminant procedure. This provides a useful graphic representation of the typology and further tests the degree to which the different cases within the sample can be accurately classified into their appropriate type. This latter procedure involves probability calculations for the type membership of each youth, based purely upon his scores on the input predictor variables (see BMD, 1974). The probability calculation program has no information regarding the correct-actual type membership (these procedures have been utilized previously to examine runaway typologies, see Brennan, et. al., 1974).

#### First discriminant trial using youth measures only

Table 23<sup>a</sup> indicates that the most powerful youth-generated variable in differentiating between the different types are as follows: educational expectations; perceived parental rejection; perceived parental dissatisfaction; and self-reported delinquency. In relation to the earlier schematic diagram of the

differences between the various types, it is clear that these variables would obviously serve the basic purposes of differentiating between runaways who have stressful versus non-stressful family situations, and between runaways who have good and bad school situations, and finally between runaways who have a high level of delinquency and those who have a low level of delinquency.

Table 23 a  
Stepwise Discriminant Analysis to Differentiate Between Seven Types of Youthful Runaways: Youth Variables Only

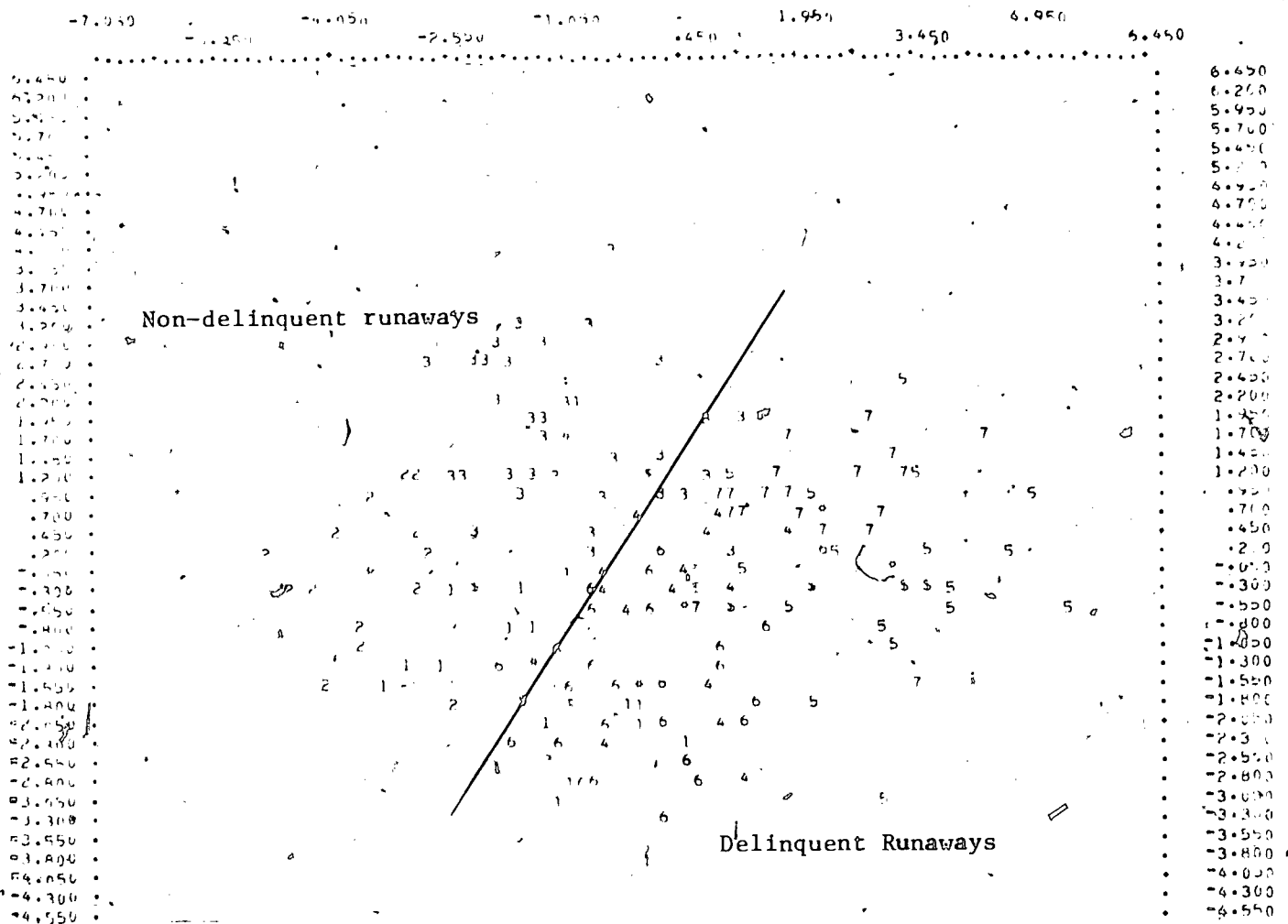
<u>Step No.</u>	<u>Variable</u>	<u>F-Ratio</u>	<u>U-Statistic</u>	<u>% Correctly Classified</u>
1	Educational Expectations	33.1	.44	21.8
2	Perceived Parental Rejection	25.1	.23	49.1
3	Perceived Parental Dissatisfaction	9.2	.17	57.0
4	Self-reported Delinquency	8.0	.13	62.4
5	Power	7.2	.10	67.9
6	Powerlessness	5.9	.08	70.9
7	Affective Reward	4.4	.07	75.8
8	Child Battery	3.8	.06	78.2
9	Expressive Rejection	3.4	.05	76.4
10	Aspiration for School Involvement	3.1	.04	78.8
34	Principled Discipline	.20	.011	92.1



Regarding the correct classification of the youth into their appropriate types, an examination of the table given above, shows that there is a very rapid increase in the numbers of youth correctly classified with each successive variable that is added. With only five variables utilized, nearly 70% of the sample is correctly classified.

The scatter diagram, given below, indicates the plot of the seven types in the space of the first two discriminant functions. The general separation of types 1, 2 and 3 (non-delinquent) from types 4, 5, 6 and 7 (delinquent) can be seen.

Figure 15  
Scatter Plot of Seven Runaway Types in Discriminant Space:  
Using Youth Variables Only



Second discriminant trial: Using parent measures only

Table 23b indicates the most effective parental measures in differentiating between the seven etiological runaway types. One notices immediately that the percentage of correct classification using only parent variables is dramatically lower than for the youth variables alone or for the use of parent and youth measures jointly. After the first and best ten parent measures were empirically selected for the discriminant function, the level of correct classification into the seven types reached only 52.1%. The corresponding ten best youth measures produced a 78.8% level of classificatory accuracy. The ten empirically best measures drawn from both parent and youth variables produced on 82.4% level of classificatory accuracy. It is clear that parental measures alone fall far short of the goal of separating runaways into their seven etiological types.

Table 23b,  
Stepwise Discriminant Analysis to Differentiate Between Seven  
Types of Youthful Runaways: Parent Variables Only

Step No.	Variable	F-Ratio	U-Statistic	% Correctly Classified
1	Protectiveness	12.4	.68	23.6%
2	Parental Achievement Demands	7.1	.53	36.4%
3	Parental Negative Labelling	7.3	.42	42.4%
4	Power	4.1	.36	41.2%
5	Indulgence	3.5	.32	43.6%
6	Self-esteem	2.5	.29	45.5%
7	Societal Estrangement	2.4	.26	46.1%
8	Parental Dissatisfaction	2.5	.24	47.3%
9	Affective Companionship	2.4	.22	46.7%
10	Life Events	2.0	.20	52.1%
25	Principled Discipline	0.2	.11	58.2%

Second discriminant trial: Using a joint set of youth and parent variables

Table 23c below indicates the results of a similar analysis using a joint set of youth and parent variables. The results are remarkably similar with the same basic differentiations being made--i.e., family stress, school stress, and self-reported delinquency. Social class would obviously enter into the discriminations that are being made due to its correlation with certain of these variables.

Again, it can be noted that there is a rapid increase in the percentage of youth correctly classified with each addition to the stepwise analysis.

Table 23c  
Stepwise Discriminant Analysis of Seven Youthful Runaway Types:  
Based on Joint Scoring of Youth and Parental Variables

Step No.	Var. No.	Variable	F-Ratio	U-Statistic	% Correctly Classified
1	36	Educational Expectations	33.1	.44	21.8
2	65	Perceived Parental Rejection	25.1	.23	49.1
3	17	Protectiveness (parent perception)	11.7	.16	58.8
4	72	Self-reported Delinquency	9.0	.12	63.6
5	63	Perceived Parental Dissatisfaction	7.8	.09	69.7
6	68	Differential Treatment	6.5	.07	71.5
7	39	Occupational Expectations	5.4	.06	74.5
8	25	Parental Negative Labelling	4.2	.05	77.0
9	58	Power (youth perception)	3.4	.04	81.2
10	8	Parental Achievement Demands	3.2	.04	82.4

The classification matrix at the 10th step of the analysis indicates that 82% of the sample has been correctly classified. This serves to reinforce the degree of separateness of the various types.

Table 24  
Final Classification Matrix Using 10 Variables

<u>Actual Type Membership</u>	<u>Membership Generated by Discriminant Function</u>						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1	14	1	1	2	0	2	0
2	0	15	0	0	0	0	0
3	1	1	30	3	0	1	3
4	2	0	1	16	1	1	0
5	0	0	0	1	19	0	1
6	1	1	0	2	0	23	1
7	0	0	1	0	0	1	19

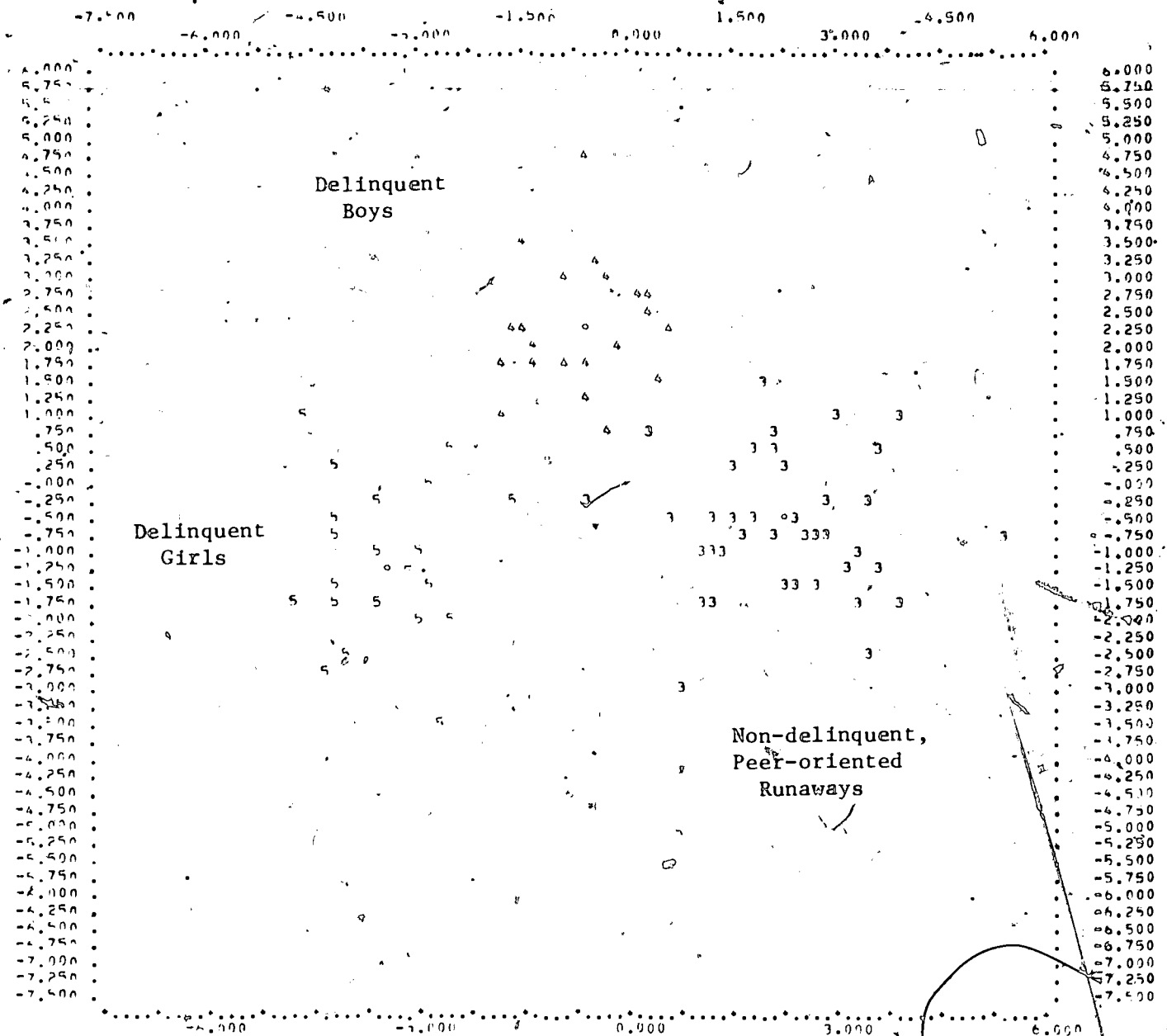
Third discriminant trial: Separating Types 3,4 and 5 on youth variables only

Further work was done to examine the degree of separation between the runaway types in more detail. Table 25 indicates that with only six variables, Types 3,4 and 5 could be easily separated (see the scatter plot below) and that 86% of the youth involved could be correctly classified.

Table 25  
Stepwise Discriminant Analysis to Examine the Separation  
of Three Lower Socio-economic Runaway Types: Using Youth Scales Only

<u>Step No.</u>	<u>Var. No.</u>	<u>Variable</u>	<u>F-Value</u>	<u>U-Statistic</u>	<u>% Correctly Classified</u>
1	68	Powerlessness (youth).	46.23	.46	67.9
2	65	Parental Rejection (youth perception)	15.31	.33	74.1
3	63	Parent Dissatisfaction (youth perception)	12.01	.25	83.9
4	35	Educational Aspiration	8.00	.21	85.2
5	72	Self-reported Delinquency	7.52	.17	84.0
6	52	Social Isolation	7.04	.14	86.4

Figure 16  
Scatter Plot of Three Runaway Types in Discriminant Space  
Analysis Based on Youth Variables



Fourth discriminant trial: Testing the separation between Types 1,2,6 and 7

Table 26 given below, indicates that with only six variables there is an 87% correct classification of the youth involved in these four types of runaways.

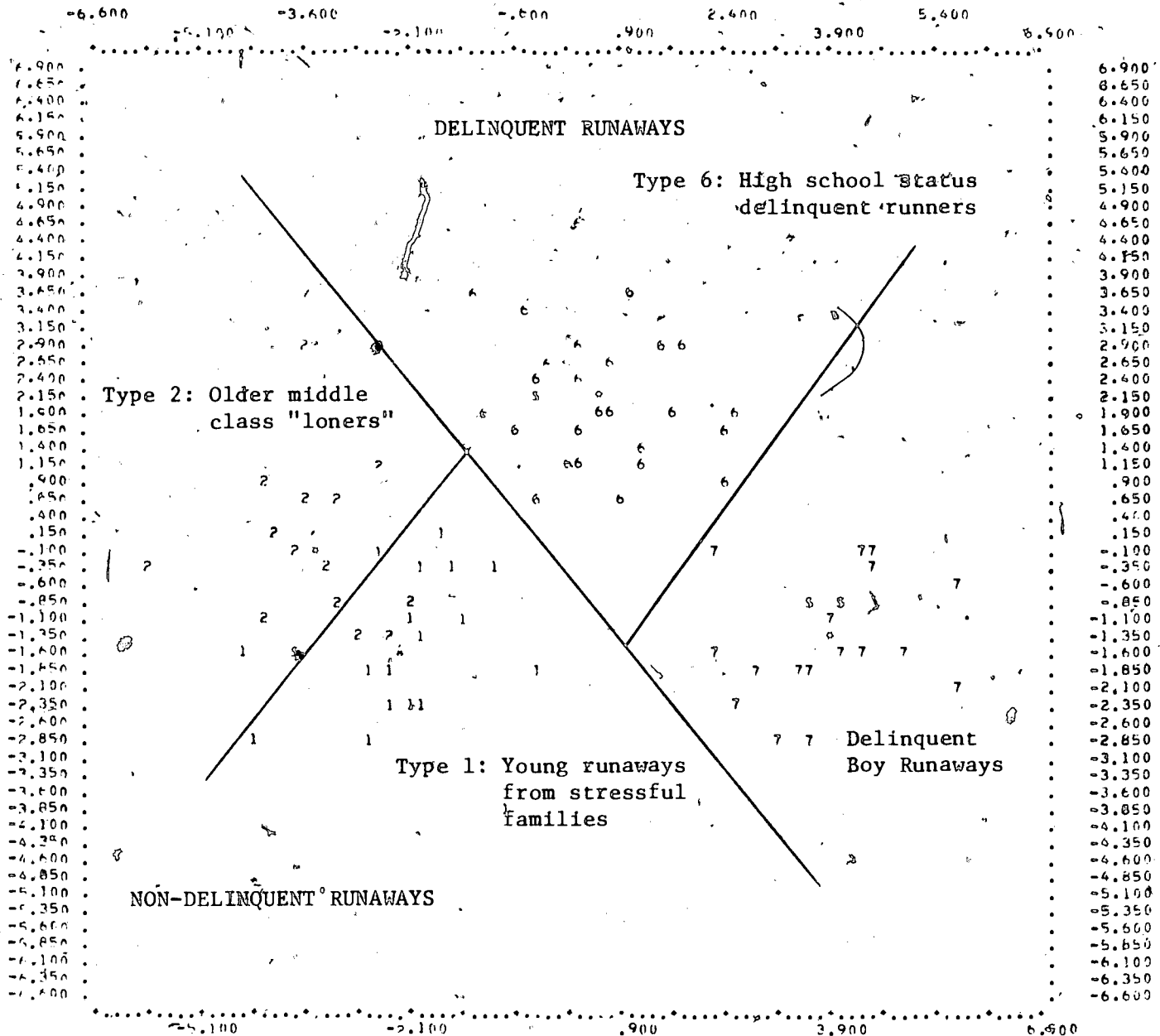
The scatter plot on the following page indicates the separation between these types.

Table 26  
Multiple Stepwise Discriminant Analysis of Four Runaway Types  
Using Youth Variables Only

<u>Step No.</u>	<u>Var. No.</u>		<u>F-Ratio</u>	<u>U-Statistic</u>	<u>% Youth Correct. Class.</u>
1	36	Educational Aspirations	36.65	.43	46.4
2	64	Child's Rejection of Parents	16.95	.26	61.9
3	72	Self-reported Delinquency	13.80	.17	71.4
4	70	Normlessness (youth)	7.46	.13	75.0
5	58	Power (youth report)	7.47	.10	86.9



Figure 16  
Scatter Plot of Four Middle-class Runaway Types  
Using Youth Variables Only



Relationship between the theoretical typology and the empirical typology

The major causal implications within the theoretical taxonomy have been shown by the empirical analysis to be powerfully associated with runaway activity. Family stresses straddle both the delinquent runaway classes and the lesser delinquent runaway types. Modelling opportunities-- as assessed by friend's delinquency, and normative pressure towards deviance-- additionally enter the empirical typology as important discriminating features between the delinquent and non-delinquent runaways.

Highly delinquent, lower social status runaway type were found in the empirical analysis. This confirms the postulated "delinquent runner" groups of the theoretical typology. The further sub-division into conflict and criminal adaptations is not clear, however, from the empirical analysis. Type 1 appears to fit the "escapist" model as proposed in the theoretical typology. There are two additional non-delinquent empirical types (i.e., types 2 and 3) which fit aspects of the "running to" theoretical paradigm. Numerous inconsistencies, however, can be noticed, e.g., type 3 has a higher level of delinquent behavior than might be expected. These analyses indicate that the separation of the sub-types may depend on a more detailed knowledge of the personal motivational characteristics of the youth.

A very detailed analysis could be possible at the level of the individual empirical and theoretical types. Since the major postulates of the theoretical typology are largely supported by the empirical analysis we will not explore the innumerable contrasts that could be made between these real and ideal types. A general observation, however, is that the empirical results indicate a much more complex inter-locking of the various influences. The parsimonious theoretical separation made in the earlier section seems unrealistic in

the light of the empirical typology.

Utilizing the episodic classification, it is possible to see the basic division of "non-radical adventure", "autonomy" and "escapist" runaways. This episodic classification usefully augments the etiological typology in regard to clarification of the specific motivational features for running away.

#### 4.8 THE DELINQUENT BEHAVIOR OF RUNAWAYS, NON-RUNAWAYS, AND DIFFERENT TYPES OF RUNAWAYS\*

An important aspect of the present research has been to examine the patterns of delinquent behavior which are to be found associated with runaway youth. There is interest in knowing the degree to which such runaway youth are either more or less delinquent than youth who do not run away. There is further interest in knowing the extent of delinquent behavior before and during the actual runaway episode. Finally there is an interest in knowing the degree to which different kinds of runaways can either be seen as highly delinquent or not delinquent. A further aspect of this work on the concomitant patterns of delinquent behavior deals with whether those youth who run away only once are either more or less delinquent than those who have admitted multiple runaway episodes. It should be noted that there may be several types of runaways each of which may show a different pattern of delinquent behavior. These distinctions are obscured by the global comparison of runaways vs. non-runaways described in the earlier sections.

Comparisons between runaways and non-runaways regarding delinquent activity

Table 27 below indicates the frequency with which a variety of different behaviors are committed by youth in these basic classes. A striking pattern of differences emerges from this analysis. On petty theft, vandalism, beating up on other people, gang fighting, joy riding, all forms of drug taking, and drug sale, the runners emerge as being far more delinquent than do the non-runners.

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\*While the delinquent activities which comprise the measure of general delinquent behavior vary in seriousness, the reliability of the total scale (see page 79) is high enough that one may assume with confidence that the items vary together.

### Delinquent behavior during the actual runaway episode

Table 27 again indicates the delinquent activity which occurred during the runaway episode. It can be seen that although the frequency of the commission of different delinquent behaviors is not as high as it was for the 12 month period prior to the episode, it is still very high in comparison to that of non-runners.

Specifically, taking a car without the owners permission, all forms of drug use, and sale of drugs are far higher than for the non-runaway sample. When it is realized that this comparison is being made for a time period which may only be a few days as compared to a time period which is of 12 months duration it can be appreciated that the runaways are involved in a high rate of commission of delinquent acts during the actual runaway episode.

### Delinquent behavior of the different etiological types of runaways

The section describing the typology of runaways according to patterns of etiological characteristics has established that different levels of delinquent activity are associated with different etiological types. These differences in delinquency were shown to be associated with distinct levels of social alienation, peer delinquency, and normative pressure from peers towards delinquent activities. Table 28 indicates the frequency with which different delinquent activities are committed by the seven different runners types.

Type 1, 2 and 3 are considerably less delinquent than the remaining types 4, 5, 6 and 7. It can be further noted that types 1 and 2 are not much more delinquent than the non-runaways. Type 3 is more delinquent than the non-runners but at the same time is sufficiently lower in delinquent activity as compared to high delinquency runaway types, that on balance, we prefer to classify it as a "low-delinquency" runaway type 3.

### Delinquent behavior of the behavioral episodic types

Table 29 in this section provides the profiles of delinquent activity of the five episodic types. Although it is clear that all of these profiles are much higher in delinquent activity than the non-runners they all have high levels of delinquent activity. Type 4 (difficult long-term escapist-girls) has a somewhat lower level of delinquent activity than the other and episodic types. Type 2, on the other hand (deliberate, planned episodes), has a much higher level of delinquent behavior--including theft, use of force to get money, car theft, breaking and entering, and so on.

### Delinquent behavior of multiple and single time runaways

Table 29 continues the description of the delinquent behavior of runaways by contrasting single and multiple runaways with non-runners. Two immediate conclusions can be drawn from this table. Firstly, the multiple runners are much more delinquent than the single time runners. This is true for ALL of the behavior listed in this table. Secondly, the single time runners are much more delinquent than the non runners. This is an important finding since the dichotomy of single versus multiple had been mentioned earlier by Shellow et. al. (1967) in suggesting that the single (occasional) runners were essentially similar to ordinary youth in contrast to a multiple-runner type who was highly delinquent. The present table confirms Shellow's conclusion regarding the high delinquency of the multiple runner. On the other hand the present research suggests that single-time runners (as a class) are also fairly delinquent.

Table 27 DELINQUENT BEHAVIOR FOR EACH EPISODIC RUNAWAY TYPE

Item No.	Variable Name	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runners %	All Non-Runners %
EVER COMMITTED DURING PRIOR 12 MONTHS								
1	Fake excuse for school absence	60.0	66.7	53.6	46.2	57.2	54.5	29.0
2	Taken things worth \$5 or less	46.2	33.3	53.6	34.6	42.9	39.9	15.1
3	Broken into place without permission	12.2	33.4	28.6	5.8	14.3	13.9	2.3
4	Taken car for drive w/o owner's permission	10.8	50.0	32.2	9.6	14.3	15.8	3.4
5	Taken something from locker w/o asking	18.4	--	14.3	7.7	--	13.3	11.8
6	Damaged property for fun	30.8	33.3	39.3	15.3	14.3	26.5	9.8
7	Beat up kids or adults for heck of it	12.3	33.4	17.9	17.2	--	15.2	6.3
8	Participated in gang fights	32.3	50.1	43.2	17.2	14.3	27.2	8.1
9	Taken something worth \$50 or more	13.8	16.7	10.7	5.7	--	8.1	1.6
10	Used force to get money	7.7	33.4	10.7	3.8	--	7.6	2.0
11	Used marijuana	67.7	83.4	75.1	69.2	71.5	70.3	20.9
12	Sold marijuana	29.3	33.3	50.0	34.6	14.3	34.2	4.0
13	Skipped school without legitimate excuse	64.6	66.7	75.4	57.7	85.8	65.2	30.6
14	Sniffed glue or toxic fumes	6.2	--	--	5.7	--	4.4	4.0
15	Used hard drugs	20.0	33.3	42.9	28.9	42.9	28.4	5.3
16	Sold hard drugs	7.7	16.7	17.8	9.6	--	10.2	1.3
17	Bought or drank beer, wine or liquor	81.5	99.9	92.9	86.5	85.7	86.0	52.9

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## COMMITTED DURING THE EPISODE

1	Taken things worth \$5 or less	33.9	50.1	21.4	36.5	28.6	33.0
2	Broken into place without permission	12.3	50.0	7.1	5.7	14.3	10.8
3	Taken car for drive w/o owner's permission	10.7	50.0	25.0	7.7	14.3	13.9
4	Damaged property for fun	21.6	33.4	10.7	5.7	--	13.9
5	Beat kids or adults for heck of it	13.9	16.7	7.2	7.6	14.3	10.8
6	Participated in gang fights	13.8	33.4	10.7	7.7	14.3	12.0
7	Taken something worth \$50 or more	15.3	33.3	10.7	15.3	14.3	15.2
8	Used force to get money	6.2	16.7	--	42.9	14.3	5.7
9	Used marijuana	58.5	66.7	67.9	61.6	57.2	61.4
10	Sold marijuana	18.5	16.7	28.6	21.2	--	20.3
11	Skipped school without legitimate excuse	36.9	50.0	53.5	50.0	42.9	45.0
12	Sniffed glue or toxic fumes	4.6	--	--	3.8	--	3.2
13	Used hard drugs	20.0	50.0	46.3	28.8	14.3	28.5
14	Sold hard drugs	12.3	16.7	10.7	11.5	--	11.4
15	Bought or drank beer, wine or liquor	64.7	66.7	78.6	71.1	71.5	69.7

Table 28 DELINQUENT BEHAVIOR FOR EACH ETIOLOGICAL RUNAWAY TYPE

Item No.	Variable Name	DURING PREVIOUS 12 MONTHS							All Runners Σ	All Non-Runners Σ	
		Type 1 Σ	Type 2 Σ	Type 3 Σ	Type 4 Σ	Type 5 Σ	Type 6 Σ	Type 7 Σ			
<u>General Delinquency</u>											
1	Fake excuse for school absence	33.3	40.0	51.2	52.5	60.0	71.4	62.0	54.0	29.0	
2	Taken things worth \$5 or less	33.3	33.4	17.9	57.1	50.0	53.6	52.4	40.5	15.1	
3	Broken into place without permission	—	—	7.7	28.6	5.0	25.1	23.8	13.3	2.3	
4	Taken car for drive without owner's permission	—	—	15.4	23.8	15.0	28.6	19.0	15.7	3.4	
5	Taken something from locker without asking	9.5	—	10.3	19.1	20.0	21.5	14.3	13.9	11.8	
6	Damaged property for fun	14.3	13.3	10.3	33.3	40.0	42.8	29.8	26.6	9.8	
7	Beat up kids or adults for heck of it	9.5	—	5.1	23.8	45.0	17.8	33.3	16.3	6.3	
8	Participated in gang fights	9.6	—	20.5	28.6	45.0	39.3	47.6	27.9	8.1	
9	Taken something worth \$50 or more	—	—	7.7	14.3	10.0	21.5	14.3	10.3	1.6	
10	Used force to get money	4.8	—	2.6	14.3	10.0	10.7	14.3	7.9	2.0	
11	Used marijuana	42.9	33.4	71.9	61.9	90.0	78.5	95.2	69.7	20.9	
12	Sold marijuana	9.5	6.7	28.2	47.6	30.0	42.8	66.7	34.0	4.0	
13	Skipped school without legitimate excuse	38.2	40.0	69.2	61.9	75.0	71.4	85.7	64.8	30.6	
14	Sniffed glue or toxic fumes	—	—	—	4.8	25.0	3.6	4.8	4.8	4.0	
15	Used hard drugs	4.8	13.3	23.1	19.0	35.0	50.0	47.7	28.5	5.3	
16	Sold hard drugs	—	—	7.7	14.3	15.0	17.8	13.3	10.3	1.3	
17	Bought or drank beer, wine or liquor	52.3	66.6	87.1	85.8	100.0	92.9	100.0	84.9	52.9	
<u>Delinquency During Episode</u>											
1	Taken things worth \$5 or more	15.1	20.0	35.9	38.2	30.0	35.7	42.9	32.7		
2	Broken into place without permission	4.8	6.7	10.3	4.8	5.0	21.4	14.3	10.3		
3	Taken car for drive without owner's permission	4.8	13.4	10.3	28.6	5.0	17.9	19.1	13.9		
4	Damaged property for fun	9.5	—	7.7	19.0	25.0	17.9	28.6	14.5		
5	Beat kids or adults for heck of it	4.8	—	12.8	9.6	15.0	14.3	14.3	10.9		
6	Participated in gang fights	4.8	6.7	12.9	9.5	15.0	14.3	19.1	12.1		
7	Taken something worth \$50 or more	4.8	20.0	7.7	23.8	10.0	21.5	23.8	15.1		
8	Used force to get money	4.8	6.7	2.6	—	5.0	7.2	19.0	6.0		
9	Used marijuana	33.3	40.0	64.1	52.4	80.0	57.8	76.9	60.6		
10	Sold marijuana	9.5	6.7	17.9	33.3	20.0	10.7	33.3	20.1		
11	Skipped school without legitimate excuse	28.6	6.7	36.5	76.6	50.0	28.6	56.2	44.9		
12	Sniffed glue or toxic fumes	—	6.7	—	4.8	15.0	—	4.8	3.6		
13	Used hard drugs	9.5	20.0	33.3	19.0	25.0	42.8	33.3	27.9		
14	Sold hard drugs	23.9	6.7	7.8	23.9	15.0	10.7	14.0	11.4		
15	Bought or drank beer, wine or liquor	46.9	46.9	81.9	71.4	85.0	67.9	80.9	67.3		



Table 29 DELINQUENT BEHAVIOR FOR SINGLE AND MULTIPLE RUNAWAYS

Item No.	Variable Name	Single %	Multiple %	All Runners %	All Non-Runners %
1	Fake excuse for school absence	50.7	56.1	54.0	29.0
2	Taken things worth \$5 or less	39.7	40.7	40.5	15.1
3	Broken into place without permission	9.6	16.5	13.3	2.3
4	Taken car for drive w/o owner's permission	15.0	16.5	15.7	3.4
5	Taken something from locker w/o asking	11.0	15.4	13.9	11.8
6	Damaged property for fun	20.5	31.9	26.6	9.8
7	Beat up kids or adults for heck of it	12.3	19.8	16.3	6.3
8	Participated in gang fights	24.6	30.8	27.9	8.1
9	Taken something worth \$50 or more	8.2	12.1	10.3	1.6
10	Used force to get money	5.5	8.8	7.9	2.0
11	Used marijuana	61.6	75.9	69.7	20.9
12	Sold marijuana	23.2	41.9	34.0	4.0
13	Skipped school without legitimate excuse	63.1	66.0	64.8	30.6
14	Sniffed glue or toxic fumes	2.8	6.6	4.8	4.0
15	Used hard drugs	17.8	36.3	28.5	5.3
16	Sold hard drugs	2.8	16.5	10.3	1.3
17	Bought or drank beer, wine or liquor	83.6	85.8	84.9	52.9

## DELINQUENCY DURING THE EPISODE

1	Taken things worth \$5 or less	21.9	41.8	32.7
2	Broken into place without permission	8.2	12.1	10.3
3	Taken car for drive w/o owner's permission	9.4	16.5	13.9
4	Damaged property for fun	11.0	15.4	14.5
5	Beat kids or adults for heck of it	5.5	14.3	10.9
6	Participated in gang fights	11.5	17.6	12.1
7	Taken something worth \$50 or more	11.0	18.7	15.1
8	Used force to get money	4.1	7.7	6.0
9	Used marijuana	53.4	66.0	60.6
10	Sold marijuana	9.6	26.4	20.1
11	Skipped school without legitimate excuse	100.0	39.7	44.9
12	Sniffed glue or toxic fumes	1.4	5.5	3.6
13	Used hard drugs	17.8	36.9	27.9
14	Sold hard drugs	5.5	16.5	11.4
15	Bought or drank beer, wine or liquor	61.6	72.6	67.9

#### 4.9 SERVICES

##### Use of and satisfaction with existing services

The frequency of use of various agencies and sources of help by runaways and their families are given in Tables I-1 to I-16. These tables also indicate the degree of helpfulness of these sources as experienced by the family member who used them. A summary of the overall usage and ascribed helpfulness is given in table 30.

The "other categories include several infrequently used sources of help, usually unique to only a few cases. These include lawyers, citizen band radio clubs, and various local activity and social groups. The reasons parents seek help are the following: aid in locating youth, professional counseling, and non-professional advice. Help was sought from the various sources based on the parents perception of their ability to meet these needs. Youth sought help in order to find a place to stay, to seek advice and comfort, and to obtain professional counseling.

The following tables indicate that of parents, help was sought most commonly by mothers or both parents jointly. For most sources of help, the mean helpfulness score lies in the not especially to somewhat helpful range, thus indicating a medium level of satisfaction with the felt helpfulness of the various sources. The actual range of helpfulness responses for the various sources runs from not helpful at all to very helpful, and the counts for particular sources can be obtained by examining the tables. The most commonly used sources of help utilized by parents are social service agencies, police, relatives-friends, and schools, in that order.

The sources of help most frequently used by youth are relatives-friends and social service agencies. Relatively few of the runaway youth made use of any other services either before, during, or after runaway episodes. As with parents, youth gave mean helpfulness scores in the not especially to somewhat helpful range for most sources.

TABLE 30 SUMMARY OF USE AND SATISFACTION WITH EXISTING SERVICES

	<u>Parents</u>		<u>Youth</u>	
	Number of Times Used	Mean Helpfulness	Number of Times Used	Mean Helpfulness
Relatives- Friends	100	3.8	122	4.3
Police	141	3.5	12	3.75
School	75	2.8	18	4.2
Minister, Priest, Rabbi	45	3.9	5	3.3
Runaway House	12	4.1	12	4.1
Social Service Agency	178	3.9	71	3.6
Doctor-M.D.	22	4.4	5	3.3
Psychiatrist	27	3.8	18	2.8
Other	85	3.7	31	3.8

Helpfulness Scores

5 = Very helpful

4 = Somewhat helpful

3 = Not especially helpful

2 = Not helpful

1 = Not helpful at all

### Requests for other services

Table 31 presents the frequency with which various services not currently available (as defined by respondents) were requested by both parents and youth. The "other" categories contain a myriad of different requests, often not directly related to the provision of services. Requests for "phone numbers of youth's friends", "unprejudiced teachers", "a tough judge who will put kids in juvenile hall", provide examples.

The most striking observation in table 31 is the preponderance of requests for services which might be placed under the general rubric of "family counseling". Placing family, psychiatric, and crisis counseling under this heading, 48% of all requests for services by parents were for family counseling, and 41% of all youth requests are for similar services. If the "other" categories which contain many answers not directly related to services, are omitted, these percentages are 70% and 58%, respectively. Importantly, many of these requests are for services prior to the first runaway episode, thus indicating an early awareness on the part of both parent and youth of problems or difficulties for which help ostensibly would be sought, if it were available. In this regard, it should be noted that some parents and a few youth have asked for affordable services, which, based on the list given by respondents implies affordable family counseling. This request for affordable family counseling is, perhaps, the strongest finding of the services data. Along with these requests, several parents indicated the need for a referral source to aid them in locating such services. A well advertised referral service might thus be considered a part of needed family counseling services.

The second most frequently requested service is for well advertised runaway shelters. While youth requested this service more often than parents, both expressed a need for such shelters. The relatively low use of the one

runaway house in the area of Colorado sampled, as shown in the use of existing services data, is indicative, perhaps, of the need of advertising, as well as providing runaway shelters..

The last major request for services comes from parents only and requests a greater effort by police to locate missing youth. While a majority of parents felt that police had been somewhat to very helpful, as can be seen in the use of services section, a good number felt that only minor efforts to locate their child had been initiated by police. Based on interviewer reports, these parents felt very strongly about the perceived lack of police involvement.

Table 31 REQUESTS FOR OTHER SERVICES

PARENT REQUESTS Type of Service	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
AFFORDABLE	10	2 7 19	7	0 10 17	36
Family Counseling	17	12 31 60	12	10 22 44	104
Psychiatric Counseling	9	6 19 34	6	1 11 18	52
Crises Counseling	6	13 5 24	2	9 4 15	39
Well Advertised Runaway Houses	3	9 4 16	3	6 5 14	30
Source to Learn of Legal Rights	0	3 1 4	0	2 1 3	7
Greater Police Effort to Locate Youth	1	25 3 29	1	15 2 18	47
Other	24	29 23 76	17	21 17 55	131

TABLE 31 (Cont)

REQUESTS FOR OTHER SERVICESYOUTH REQUESTS

Type of Service	First Episode		Most Recent Episode		Overall Total
	Prior	During After, Total	Prior	During After Total	
AFFORDABLE	3	3 3 9	1	0 2 3	12
Family Counseling	20	11 19 50	8	4 7 19	69
People to Talk to Who Will Keep Com- plaints about Parents Confidential	11	9 10 30	5	6 4 15	45
People Own Age to Talk To	4	2 5 11	1	1 2 4	15
Well Advertised Runaway Shelters	8	29 3 40	6	19 5 30	70
Other	11	21 19 51	4	9 13 26	77



## Section 5: Feasibility



### 5.1 INCIDENCE ESTIMATION

An important initial step in the estimation of the incidence of runaway through a survey of households is the correct identification of those households which contain a runaway. Such identification depends on two factors. First, what question or questions are to be asked to locate runaway youth and second, which member of a household should answer these questions. The definitional problem depends, in part, on determining for exactly what type of behaviors incidence estimates are desired. This matter is discussed in the recommended questionnaire section. In determining what family member should be used as a respondent, the results from this current study provide some information. In the following, these results are outlined. It is assumed that an adult in each household of the selected sample would be contacted to determine the presence of 10-17 year old youth. The respondents referred to below are thus the respondents within youth households.

#### Parents as respondents

The use of parents as primary respondents for a survey examining runaway requires that their responses about whether one of their children has run away be valid, that they be knowledgeable about the runaway episode, and that they be willing to provide episodic information to an interviewer. In this current study, parents were both knowledgeable and willing to provide information about runaway episodes, although youth respondents were able to provide more detailed episodic information. The validity of the parent response for the original identification of runaway is, however, questionable. Within the class of serious runaways contained in the probability sample, in four of the 28 cases parents denied that any of their children had been gone from home

without their permission. Within the parent-control youth runaway class, 20 of the 45 runaway cases were not admitted by the parent. Since the discovery of this invalidity comes from the control sample, which is itself only a sample of those households where parents denied that their children had been gone from home without permission, the actual error rate from parent report is likely to be even higher than that indicated by the above figures. This relatively high rate of false negative parent report of runaway, indicates that using parents as the primary respondents in a survey designed to measure the incidence of runaway where runaway is based on an eight hour criterion, could lead to quite inaccurate estimates.

It could be argued that it is not the parent but the youth in the control sample that provided erroneous reports. Examination of the "control-runaway youth" characteristics, however, indicates that these youth are spread out across both age and ethnic categories. Thus, it is not a matter of reports from only younger youth, from whom reports of trivial absences have been exaggerated, nor does it result from a viewpoint taken by a particular ethnic group. Furthermore, the interviewers' impression of those control youth respondents, who stated that they had runaway, was that the youth had been open and honest (cases where there was serious doubt as to the honesty of the respondents are not included in the frequency of false negative parent report, as given above).

Based on these findings, it appears that at least for runaway based on an eight hour criterion, parent report of runaway, by itself, should not be used for the identification of households which contain a runaway.

### Youth as respondents

Another option for the choice of primary respondent would be a youth of a selected household. In the current study, whenever a parent indicated that there was a runaway, if the youth involved was interviewed, he confirmed the parent report. Since youth reports would also decrease the number of false negative reports that would be obtained from parents, using youth as primary respondent might result in more accurate estimates of the incidence of runaway. Youth reports, as opposed to parent only reports, would also provide more detailed information about runaway episodes.

As can be seen in Table 6B of the methodology section, within the confines of those parents willing to participate in this study, no parent refused permission to interview his or her child. Thus, parent refusal to allow youth to be interviewed does not appear to be a significant problem.

Using youth as the primary respondent presents some logistical problems, however. The experience of this study indicates that it is often more difficult to find a youth at home, and a good deal of effort may be required to obtain a youth interview. In addition, some youth will not be located. In the serious runaway sample of this study, in 5 of the 28 cases the youth was unavailable and could not be interviewed, and in the parent-control youth sample 1 additional such case was encountered (see Table 6B). Other logistical problems include the necessity of gaining parent permission to interview a child when the parents are not themselves interviewed. This situation may affect the refusal rate, since parent-interviewer rapport would not be established. Also, a youth may not be able to reliably report on the activities of his siblings, especially when the youth is in the 10-13 year old age group. Thus, an interview with all or a sample of youth in a selected household may be required.

If a choice between parent only or youth only respondents must be made, the answer depends on the exact definition of runaway employed. The high rate of false negative parent report in the less stringent parent-control youth definition would suggest using youth as respondents. The more restrictive, serious definition, on the other hand, would favor using parents. This latter choice being made on the basis of the little difference between the number of parent false negative reports, 4, and the number of non-available youth, 5, and the decreased logistical problems when parents are interviewed.

In sum, neither parent or youth, by themselves, would act as ideal respondents, but based on the definition of runaway employed, a choice between them could be made.

If youth are to be the primary respondents, one might wonder if a different sample, say for example, a sample of schools (rather than households) might prove more efficient in terms of interviewing time and cost. Experience indicates, however, that survey researchers are often not granted access to schools. Further, some runaways will be found in alternative schools rather than in the main school system. For these reasons, and because parental information is important, a survey of households would seem preferable.

#### Parents and youth as respondents

Perhaps a more desirable selection of respondents is to allow both a parent and the youth of a selected household to be interviewed. Several structural possibilities result.

First, the general form of this current study could be duplicated. In this case incidence estimation would result from dividing youth households into two classes -- a parent report of runaway class and a non-runaway (based on parent report) class. This latter class would then be subsampled to deter-

mine the incidence of runaway within it. This stratification and subsampling of youth households would allow estimates of the total incidence of runaway to be calculated.

A second approach would be to interview a parent and one or a sample of youth from each selected household, with the identification of runaway being determined by any of the interviews. This approach would help alleviate the problems of false negative reports by parents and of unavailable youth.

Alternative approaches involving both parent and youth interviews could also be devised. For example, youth might be interviewed only in those youth households where parent denied the existence of a runaway.

In all of the above cases, the parent interview would be used to collect demographic information, identify runaways, and obtain runaway episode information, and to the extent that social-psychological explanation of runaway is to be explored, obtain the parents' view of the parent-youth dyad. The youth interviews would provide an additional basis for identifying the existence of runaway and provide information about runaway episodes and personal social-psychological information.

In comparing these procedures involving both parent and youth interviews it should be noted that in the first, the youth in every youth household would not have to be interviewed, but a greater sampling error would be encountered. In the second and third options a larger number of youth would have to be interviewed, resulting in increased logistical problems. If constraints on time and resources are not too stringent, the second alternative would, perhaps, be preferred.

#### Choice of respondents: Synopsis

Table 32 presents an abbreviated overview of the considerations involved

in the choice of respondents. As the table indicates, which respondent is most suitable is dependent, in part, on the choice of a definition of runaway. If an eight hour criterion is used, either youth only or parent and youth respondents are required. If a 24 hour criterion is employed, the use of both parent and youth as respondents would more accurately identify households that contain a runaway.

The correct identification of "runaway households" is not the only factor to consider, however, accuracy needs to be balanced by both time and cost. The inclusion of youth in an interviewing procedure adds to both the time and cost of a survey. Parental permission to conduct an interview with a youth should be obtained, and thus at least two contacts with any one sampled household are required. Youth are also more difficult to contact. Most youth are in school for a good part of the day, and in addition are frequently involved in activities away from the home during other parts of the day. Thus, the time periods during which youth can be contacted are quite small, in comparison to such periods for parents, and a greater time span for the survey (or an exceedingly greater number of interviewers) is required. For these reasons and because (1.) for the 24 hour runaway criterion, parent only and youth only provide approximately equal accuracy in the identification of runaway households, (2.) asking parents a few questions does not result in a substantial increase in cost since they must be contacted in any procedure, and (3.) a higher refusal rate may be encountered for a youth-only procedure since parent-interviewer rapport would not be established, the use of only youth as respondents is highly questionable.

If youth only as a choice of respondents is ruled out, the parent only and parent and youth options remain as viable alternatives. In selecting between them accuracy, time and cost, and the purpose of the survey need to

be considered. For a definition of runaway using an eight hour criterion or for a study examining the etiology of runaway the use of both parents and youth as respondents is recommended. The error rate based on parent report only for the eight hour definition and the importance of both parent and youth data in understanding the runaway phenomenon motivate this choice.

In a survey designed only to estimate the incidence of runaway and which employs a 24 hour definitional criteria, the choice between parent only and parent and youth respondents is more difficult. Using both parents and youth results in greater accuracy, in terms of the correct identification of "runaway households". The use of parents only, as noted above, simplifies survey procedures. Based on the 1 in 7 error rate observed in this study, the overall incidence estimate based on parent report is likely to be around 1% in error (assuming the parent report estimate is 8% or less), in comparison with the more accurate parent and youth report. Thus, since the use of parents only has the advantages of requiring only one contact per household, of the greater ease in finding parents at home, and of using one respondent who can more or less reliably report for all youth in the household, unless very precise estimates of the incidence of runaway are desired, the use of only parents as respondents would be more appropriate. If a large study employing the 24 hour definitional criterion was to be conducted, the use of parents as respondents has the additional advantage of allowing a greater number of households to be interviewed for a fixed cost, thus compensating for the loss in accuracy due to the misidentification of households.

If a study is, for the most part, concerned with estimating the incidence of runaway and is willing to adopt a 24 hour definitional criterion, the use of only parents as respondents thus provides a reasonable choice. The use of a 24 hour as opposed to an 8 hour criterion is discussed in the recommended questionnaire section.

Table 32  
Some Factors Involved in Selection of Respondents

	Parents Only		Youth Only	Parents and Youth
Accurate Identification of Households that contain a runaway	8 hour criterion	Not accurate - high false negative rate	More accurate than parent only - but some youth not available	Most Accurate
	24 hour criterion	Reasonably Accurate	Reasonably accurate	Most Accurate
Knowledge of Runaway Episode Information	Adequate	Good - more detailed	Good - and allows examination of both parent and youth experiences during episode.	
Ease in Contacting and Refusal Rate		More difficult than parent only and may produce higher refusal rate than parent and youth.	More difficult than parent only	
	Adequate	Greater time and cost than parent only slightly less than parent and youth.	Greatest time and cost. Only slightly more than youth only.	
Overall Time and Cost per Household	Lowest time and cost.	Greater time and cost than parent only	Greatest time and cost. Only slightly more than youth only.	
Allow for Etiological Examination of Runaway	No	No	Yes	



### Use of official data

Based on the findings of this study, the use of police reports of runaway as estimates of the incidence of runaway is rather inaccurate. As indicated in the results section, within the sample of this study only 60% of the serious runaway cases were reported to the police. The total incidence of runaway according to police reports accounted for 84% of the estimated number of serious runaway cases and only 41% of the estimated number of runaways.

Although a correction factor might be applied to official reports to provide more accurate estimates, it is unlikely that a uniform factor applicable throughout the country would be found. Also, as documented in this study, official counts of runaway are not available from all areas. Thus, some alternative approach to the measurement of the incidence of runaway, such as a survey of households, is required.

### Effect of the low estimated incidence on a national study

The results section indicated that, based on parent report of serious runaway episodes, approximately 4% of youth households contained a runaway, and the less strict requirement of the combined parent-control youth report resulted approximately in a 7% estimate. If it is desired that a study examine more than the simple incidence of runaway, e.g., the etiology or detailed classification of runaway episodes, this low incidence may be problematical for some purposes. Unless a relatively large household sample is utilized, there may not be sufficient numbers of runaways encountered to allow adequate description of the variation of etiological and episodic types nor to allow sufficiently precise estimates of the incidence of these types, especially for separate regions of the country. For example, assuming that 24% of households contain youth and employing a 24 hour definitional criterion,

a 20,000 household national sample would be expected to encounter only 200 or so runaway households and a 40,000 household sample would encounter approximately 400 such households.

In addition to the concern for sample size, the use of a national probability sample for the detailed examination of the etiology of runaway behavior or of runaway episodes raises issues of time, cost, and survey complexity. The increased complexity of a survey designed to study the etiology of runaway (including longer interviews, the interviewing of both parent and child, the greater amount of interviewer training encountered, and so on) would be compounded with the logistical problems involved in interviewing a national probability sample, thereby increasing the time and cost of a national incidence survey. Based on the experience of this study, the cost of the longer in-depth interviews in a smaller study may be as little as one-half the cost advertised by national survey firms using a national probability sample. The cost of using a national probability sample for an in-depth study of runaway is thus higher than in an alternative approach and may not, within the bounds of a practical sample size, yield desired outcomes.

For an examination of the etiology of runaway, the need for a probability sample is not strong and, in fact, for the development of a theoretical explanation of runaway a purposive sample may be preferred (see e.g. Elliott and Voss, 1974, Ch. 3). Such examination might be carried out more effectively in several small, geographically restricted, studies which might employ only purposive sampling. With appropriately chosen geographical areas, such studies would still allow a generalization to the total population, although the precision of this generalization could not be made.

For these reasons, the function of a national probability sample should be given serious consideration. It is required for accurate estimation of the

national incidence of runaway, but its scope might be restricted to only this goal. In this case only a short instrument could be used which would identify runaway households and collect minimal episodic information, such as number of episodes, time gone, distance traveled, mode of travel, and how located. A short instrument of this form could, perhaps, be added to the items asked of a current national probability sample contacted by one of the several survey research firms, thus reducing the cost of such a survey.

The more detailed information concerning the etiology of runaway and types of runaway episodes could then be obtained by conducting several small studies similar to the one described in this report, the sites being carefully chosen to be representative of the various parts of the country. These studies could either be conducted separately or coordinated through a central administrative office, although steps should be taken to insure that results across the studies are comparable.

In an alternative approach, the national probability sample might direct the locations of the more extensive studies. Using the national sample to locate areas with a high incidence of runaway, the more detailed studies could be conducted in these areas, thus increasing the rate of encountering households with a runaway. If probability samples are used, for a fixed sample size, the amount of information collected about runaway would be increased.

Of special importance to an incidence study and especially to studies examining the etiology of runaway is the low incidence of runaway in the rural area. As noted in the results section, the low rate of runaway encountered in the rural area together with a low population provides a very low overall frequency of runaway in that region. Thus, with even a moderate sample size

the number of families encountered that have a runaway will be few. Due to the "spread out nature" of households in rural regions, interviewing in rural areas is both more time consuming and expensive than in the more urban-suburban areas. If a study wishes to examine more than simple incidence, e.g., the etiology of runaway episodes, the rural areas consume a fair amount of resources but with relatively little information gain. For this reason, in the design of a sampling plan, the sampling and use of data from rural regions should be carefully considered.

#### Summary of incidence estimation issues

Based on the above considerations, the following tentative conclusions are drawn:

1. A national probability sample should be used only for the estimation of the incidence of runaway, perhaps broken down by major episode variables. It should not be used to collect detailed information about the etiology or classification of runaway episodes.
2. Collection of detailed information about runaway could be accomplished through conducting several small studies similar to the one reported here.
3. The selection of a respondent, once youth households have been identified, is problematical. Interviewing both an adult and a youth from each selected youth household would, perhaps, lead to the most accurate incidence estimates. Both are required for a study of the etiology of runaway. For a study designed only to determine the incidence of runaway and which uses a 24 hour definitional criterion, the use of parents only as respondents provides some practical advantages and may be preferred to the use of both parent and youth respondents.
4. Due to the low incidence of runaway in rural areas, the sampling and use of data from rural areas should be carefully considered.

5. Police reports of the incidence of runaway provide inaccurate estimates of the true incidence of runaway.

Some considerations for determining sample size for a national survey.

The determination of an appropriate sample size to achieve desired levels of precision depends, in part, on the particular survey strategy employed. For example, separate estimates may be desired for different regions of the country as a part of a national survey, or only national estimates may be required. These two strategies may result in the use of quite different sample sizes to achieve given levels of precision. For this reason no attempt is made to precisely determine a national sample size. The outcomes of this study do provide some guidance, however, and these are presented below.

For the purpose of estimating sample size, the incidence of runaway measured as a percentage or proportion will be taken as the measure of interest. Other information items within the survey would be expected to have lesser or greater precision, based on this sample size, depending on whether these items have a larger or smaller variance in comparison with the variance of the incidence estimate.

To be conservative, the measure of the incidence used will be the proportion of youth households experiencing a runaway during a years time, which, based on the outcome of this study, will be taken to be .07. The accuracy of the incidence of runaway expressed as a proportion of the youth population will then be greater than or equal to the accuracy of the household estimate.

Two major questions must be answered before an appropriate sample size can be determined. First, to what degree of accuracy are the estimates desired, and second, for how many regions are accurate estimates desired.

In each region for which estimates are required, the desired level of accuracy

should be obtained (see e.g., Cochran, 1963, Ch. 4).

In the following table, the sample sizes required within each region, for precision levels of  $\pm .01$ ,  $\pm .02$ ,  $\pm .03$  are given. The sizes were determined by using a simple proportion approach for a 95% confidence interval and applying a correction factor of .5 to account for the effect of clustering obtained in a multi-stage sample. The effect of stratification for the national sample is unknown and is ignored, although based on the different rates in different areas encountered in this study, stratification of the sample is strongly recommended. To the extent that stratification would increase the precision of the estimates, the sample sizes provided below are conservative. The formula used in determining the number of youth households to sample within a region is  $h = \frac{4 p q (1.5)}{d^2}$ , where  $d$  is the desired level of precision. Assuming that approximately 1/4 of all households contain a 10-18 year old youth the regional sample size is 4 times the number of sampled youth households. The national sample size would be the size indicated in the table multiplied by the number of regions or subregions for which estimates are desired.

Degree of Precision			
	$\pm .01$	$\pm .02$	$\pm .03$
For P = .07	15,624	3908	1336
Number of youth households to be sampled to achieve certain levels of precision.			

39,000

As an example, if there were 10 major regions for a  $\pm .02$  precision level, the approximate national sample size would be  $10 \times 3908 = 39,000$ , for a precision

of  $\pm .03$ , the sample size would be approximately 13,400, and for a precision of  $\pm .01$ , the size would be approximately 156,200.

For determining an actual sample size for a national sample to estimate the incidence of runaway, two of a number of possible alternatives are considered. First, the country could be divided into several geographical areas (which at least on the surface are expected to be somewhat homogenous), each area being stratified by population density (large cities, small cities or towns, and rural areas). Within each strata appropriate units would be sampled. The above comments then provide guidance for determining an appropriate sample size. Obviously, some balance between number of regions and desired precision will have to be obtained in order to stay within the bounds of a practical sample size which will not exceed available resources.

In an alternative approach, assuming that only the national incidence is of major interest, the country could be divided into primary sampling units. These primary units could then be stratified and subsampled.

If the primary units are grouped to form strata of approximately equal population, this procedure could be designed to insure inclusion of the larger metropolitan areas of the country (see, e.g., Hurowitz, Hanen, and Madow, 1953). On the other hand, population density could be used as one of the bases for stratification, with the sampling fraction within strata being proportionate to stratum populations.

To insure achieving the desired level of precision, strata may replace the regions in the former sample size development. For example, if 20 strata were formed then a  $20 \times 1336 = 27,000$  household sample would provide a  $\pm .03$  level of precision for an estimate of the number of youth households that contain a runaway.

In all the above, the lower rural runaway rate encountered in this study has not been taken into account. If it were, the sample sizes required for a fixed level of precision would be somewhat lowered.



## 5.2 Feasibility Issues of Demographic, Episode, Social-Psychological and Services Information.

The feasibility questions surrounding the demographic, episode, social-psychological and services data are two in number and identical for all. First, were there any consistent difficulties in obtaining the data, and second, was the data useful?

While in isolated cases some questions were unanswered because respondents had difficulty understanding certain items or finding an answer that seemed appropriate, according to interviewer reports, once permission to do an interview had been granted, there were no instances of a respondent refusing to answer a particular item. With the exception of a few items discussed in the recommended questionnaire section, there was also no consistent difficulty in asking or obtaining answers to any of the items. Items proving to be difficult, stem largely from the youth questionnaire. Items suitable for 10 year olds were not seen as appropriate by 17 year olds and conversely, items relating mostly to older youth provided difficulty for the younger ones.

The usefulness of the demographic, episode, social-psychological, and services data is documented by the descriptions and explanations contained in the related sections of this report. Each has contributed its portion in increasing our understanding of runaway behavior. Items from these categories which have proved to be more informative and useful are included in the recommended questionnaires.

### 5.3 RECOMMENDED QUESTIONNAIRE

In the following, the structure and content of two questionnaires resulting from the experience and findings of this study are given. The first is a short "screening" questionnaire designed to identify households which contain a runaway youth and to collect a minimum of episodic information. This short questionnaire could be augmented by adding items to obtain basic runaway episode information. The second questionnaire is a longer, half hour or so, instrument which begins with the above identification section, followed by the battery of etiological scales and episodic information found by this study to be of importance in describing and explaining runaway. This longer interview schedule contains various components, each of which may be included or excluded depending upon the specific goals of future studies.

#### Short screening questionnaire

##### Definition of runaway

Of major importance to a study of the incidence and types of runaway is the definition of runaway employed. As indicated in the results section, quite different estimates of the incidence of runaway can be obtained with the use of alternative, but not widely differing definitions. What is defined as runaway obviously affects the classifications schemes and other findings resulting from a study of runaways.

As described in the introduction to this report, the term runaway means different things to different people and there does not appear to be a common connotation of the term currently in use. For example, in one case encountered in this study a youth left home without permission to attend a rock concert and was gone for four days. This absence was not interpreted by

either parent or youth as a runaway, although in a similar case such an absence was called a runaway by both the parent and youth involved. Due to the absence of a commonly used definition of runaway, a behavioral definition would seem appropriate.

The choice for a behavioral definition, which follows other studies as well as this one, would be of the form--absent from home without parental permission for more than a specified time period--the choice of time period being determined, to some extent, by the seriousness of the absence it is desired to measure. Based on the experience of this study, eight hours is perhaps the minimal time period to use, in order to avoid including rather trivial absences from home. Seven of the positive parent responses to the item--has your child been gone from home without your permission--were for minor incidents, ranging from one to five hours, involving such activities as playing ball or staying late at a dance. Other choices of a time limit, such as 24 hours or overnight, could be used to include only more serious absences from home.

Using a behavioral definition does, however, prevent the inclusion of those instances where a serious runaway was planned, partially executed, but terminated within a few hours due to the youth's apprehension by parents or police. If a study is to examine the etiology of runaway behavior, these cases of runaway should not be excluded. While allowing respondents to use their own definition of the term runaway involves some variation in the exactness of what is being measured, it may be argued that these cases would have been included in the behavioral definition, had the youth been successful in the attempt to runaway.

A two part item is thus recommended for the identification of runaway. The general form of this item is as follows: First, have any of your children

been gone from home without permission for more than a specified time period? and second, have any of your children run away? Similar forms could be constructed for use in youth questionnaires.

#### Selection of episodes for which to collect data

Following the flow of the questionnaire used in this study, after determining that a youth has been absent from home or has run away, the next time might ask for the number of such absences. If there is more than one, it is recommended that the procedure used by this study, that of obtaining information about the first and last such absences during the preceeding year, not be used. While an exact count is not available, several of the interviewers learned in conversations with the respondents that this procedure missed the most serious absence in a number of cases. If information is to be collected about more than one episode, it is recommended that data be collected about those episodes of longest duration or those felt to be more serious by the respondent. This observation applies both to the screening questionnaire and to longer questionnaire described below.

#### Selection of theoretical variables

The structure and content of an interview to be used in a national study of runaway behavior depends upon the specific goals of that study. For example, if the sole purpose of a national study is to estimate the incidence of runaway behavior much more than the runaway items need not be included. If other issues such as etiology, nature of episode, and services are to be emphasized, the questionnaire might take a different form. If a particular theoretical perspective is adopted for the explanation of runaway behavior, the choice of variables may take still another turn.

The recommendations and suggestions offered in this section are motivated by the empirical findings in the present study. The measures which are recommended for each of the several purposes were those which proved most effective in this study. They do not represent a theoretically complete or exhaustive set of explanatory variables. Each of the scales can be found in Appendices D, K, and L.

#### Demographic variables

There was a subset of demographic variables pertaining to the youth and parent which were most central in our description of the runaway phenomenon. For the youth these were age, sex, and ethnicity. For the parents the important demographic variables were total family income, type of occupation, education, ethnicity, marital status, and relationship to the youth. It is recommended that the census bureau format for the collection of this data, be adopted, i.e., a "head of household" be designated at the time of the interview to serve as a reference point for the organization of the information to be collected. Such a procedure would greatly facilitate the orderly analysis and presentation of the findings.

#### Runaway vs non-runaway discriminators

If a goal of the national survey is to isolate high risk or potential runaway families for further study there were several measures which proved effective in differentiating runaway from non-runaway families. The ten parent and youth measures are the following:

##### Youth

1. Friends' Delinquent Behavior
2. Attitudes Toward School

3. Battery
4. Powerlessness
5. Occupational Aspirations
6. Affective Punishment
7. Perceived Marital Conflict

#### Adult

8. Negative Labelling
9. Nurturance
10. Affective Punishment

If the findings of the present study are replicable, the use of these scales in a discriminant function might produce a level of accuracy approaching 85% in the separation of runaway prone from non-runaway prone families. One must bear in mind that the optional use of these variables for purposes of identifying high risk families will demand considerable statistical manipulation to generate the appropriate discriminant functions.

#### Measures which discriminate between the etiological types

If a goal in the national study is to construct, test, and refine an etiological typology of runaway families, there are ten scales which proved most effective for this purpose in the present study. These are the following:

#### Youth

1. Educational Expectations
2. Perceived Parental Rejection
3. Perceived Parental Dissatisfaction
4. Self-reported Delinquency
5. Power
6. Differential Treatment

## 7. Occupational Expectations

Adult

## 8. Negative Labelling

## 9. Protectiveness

## 10. Parental Achievement Demands

In the present research a discriminant function utilizing these ten scales produced a level of classificatory accuracy of 82.4%. One notes that these ten scales do overlap with the measures which differentiated between runaway families and non-runaway families.

Important episodic variables

In the construction of the episode typology there were sixteen measures which proved especially elucidating. If the goals of the national study include a description of the runaway episode several or all of the items might be included. These items are presented below. The item numbers are provided in parenthesis.

1. Where did you plan to go? (21B)
2. Where did you end up going? (22)
3. Kinds of good experiences. (26 probe)
4. Did your parents report you missing? (6)
5. Runaways' evaluation of experiences. (26)
6. Reasons for leaving home. (11-16)
7. Items taken when left home (10)
8. Were you running away? (7)
9. Planned or sudden decision. (9)
10. Time planned to stay away. (8)

11. Length of time gone. (3)
12. To whom parent reported. (6)
13. Found by parents or returned on own. (17A)
14. How runaway was located. (17B)
15. Method of transportation used. (19)
16. Where slept while away. (5B)
17. Distance traveled. (18)

#### Services measures

If an evaluation of present services or need for new services is a goal for a national study, there are several themes in the present findings with regard to services which might be further explored. Perhaps the most important trend in the present findings was the large percentage of families who requested that family counseling be more readily available. It would appear fruitful to explore this question more fully in an effort to develop a more thorough description of the types of family counseling needed.

A second theme in the services data was the request for runaway shelters. Many youth and some parents felt that supervised shelters should be more readily available for runaway youth. This issue might be more fully developed.

A final theme revolves around the requests emanating from parents only that the police exercise more diligence in locating runaway youth. While the police may not be the ultimate answer, it does become clear that parents feel that the location process might be improved. The construction of new items designed to describe this need more fully might be in order.

#### Item problems

There were two items which were left out of the self-reported delinquency



scale which might be included for subsequent study. The first item concerns stealing goods worth from \$5 to \$50. Items concerning stealing things worth less than \$5 and stealing things worth more than \$50 were included. The intermediate range was inadvertently deleted.

The second item which has been left out from the self-reported delinquency scale was one concerning running away from home. This item was left out on purpose for fear of confounding the relationship between running away (as measured by the main runaway items) and delinquent behavior. It is now felt that the inclusion of this item in the interview schedule is warranted as an additional check on runaway behavior. It can always be deleted from any analysis it might confound at the time of data analysis.

While each of the 75 theoretical scales with two or three exceptions exhibited adequate scale characteristics, there were some items which the interviewers reported were more problematical for either younger or older children. For the younger children the reasons for item difficulty were of two types. First, some items used words which were difficult to understand (items: 167, 172, 174, Appendix L). Secondly, some items described age-graded behavior in which younger children would rarely if ever engage (items: 75-77, 108, Appendix L). This latter problem was found for older youth, as well (items: 71, 86, 87, 90, Appendix L). Although the interviewers reported some difficulty with these items, if separate items were used for younger and older youth, one would lose all valuable inter-age comparisons utilizing these variables.

#### Alternation in format

To shorten the administration time of the questionnaires, two format changes seem advisable. First, in the youth questionnaire, all self-reported

delinquency items might be listed only once with a separate answer space provided for each of the responses before, during, and after runaway episode and one for reporting friends' delinquency. Each item could then be asked only once, with reference given to the particular context for which responses are sought. A second format change involves collapsing across the before, during, and after time periods of the services section and asking the items only once for all time periods. While there is some loss of information, this reduction would both decrease the interviewing time and eliminate the repetitiveness of this section.

#### By-passing certain data

In some portions of the questionnaire there are items which while being applicable in general, are not appropriate for some respondents. It is suggested that instructions to by-pass certain items when special cases are encountered be built into the questionnaires. A good example is the case of single parent families where there has not been a father (or mother) figure in the home for a number of years. In this situation the items calling for information about married couples should be by-passed.

Section 6: Summary

In this section the major findings of this study are briefly outlined. The reader is referred to the main body of the text for important, more detailed discussions of these findings.

#### Feasibility

It is suggested that a national probability sample be used solely for the purpose of estimating the incidence of runaway and that it not be used to collect detailed information about runaway episodes, runaways and their families. This latter would be more successfully accomplished by conducting several smaller studies in several carefully chosen localities. The need for a national sample to determine the incidence of runaway is documented by the large number of cases in which runaway is not reported to the police or other official agencies, thus making estimates based on the reported incidence inadequate.

To partially overcome the problems of false negative reports and unavailable youth respondents, it is suggested that if possible both a parent and a youth of the selected youth households be interviewed. A fuller consideration of these problems is provided in the text.

Due to the low incidence of runaway and low density of the population in rural areas, coupled with increased interviewing costs in these areas, it is suggested that careful consideration be given to the sampling and use of data from the rural areas.

The episodic, social-psychological and services information proved to be exceedingly useful in the description and explanation of runaway. Its use in a larger study is thus warranted.

The definition of runaway used to identify households which contain a runaway has a large impact on the findings of a runaway study. It is

suggested that a definition of the form--gone from home without parental permission for more than a specified time period or gone from home with the intent to run away--be employed.

#### Incidence Estimates

The estimated incidence of runaway for the geographical areas encompassed by this study are approximately 3.6% of the youth population and 7.1% of the youth households, for episodes longer than eight hours in duration or which show serious intent to runaway. For episodes of 24 hours or longer these estimates are approximately 1.8% and 3.8%, respectively.

#### Services

The general findings from the analysis of the services data indicates a medium level of satisfaction by a majority of users, with Social Service Agencies, friends and relatives, police and schools being the frequently used sources of assistance. Of particular interest is the large request on the part of respondents for the provision of affordable family counseling services.

#### Findings Dealing with Runaway Behavior

1. Only a minority of the runaway youth have run away more than three times, and those who have are more frequently reported in the lowest social class runaway group.
2. The majority of runaways are gone overnight, with the overnight episodes being most frequent among older youth. In general the length of time gone from home increases with age. Overall, about half the runaways return home within three days and about two thirds return within a week. A majority of the runaways travelled less than ten miles from their homes. About one third of the parents indicated that they reacted to the runaway episode by

waiting, another one third called the police. Parents of younger runaways were less likely to wait.

3. The majority of runaways stay with friends during the episode, and for approximately two thirds of the runaways there reportedly was no contact with police. Also, a majority of runaways return on their own. Parents, police and friends or relatives are the most frequent means of locating those who do not return voluntarily.

4. Arguments with parents and problems at home emerge as the most prevalent reasons given by youth for leaving home. These reasons emerge across all class, sex, and age groups. Other reasons for leaving home include problems at school, problems with friends and problems with the police. Many youth also indicate that "personal problems" were an important reason for leaving home.

## Global Comparisons Between Runaways and Non-runaways

Many of the major hypotheses regarding the global comparisons between runaways and non-runaways were confirmed.

Family relationships--All of the family relationship data indicates that much greater stresses exist in runaway families. This involves lack of nurturance, parental rejection, child rejection of the parents, lack of companionship, physical punishment, negative labeling by parents and so on,

School relationships--School relationships of runaway youth are critically poorer than for non-runaways. This involves less involvement, lack of interest in being involved, low academic expectations, low aspirations, negative labeling by teachers, and highly negative attitudes towards school.

Peer relationships--Runaways spend more time with their peers than non-runaways. Their peers have higher levels of delinquent behavior and the runaway youth experience more normative pressure towards deviance than do non-runaway youth.

Personality and delinquent behavior variables--Runaways are more socially alienated experiencing higher levels of normlessness, powerlessness, and societal estrangement. Additionally they have generally lower levels of self-esteem. The delinquent behavior of runaways reaches much higher levels than that shown by non-runaways.

## Types of Runaways from an Etiological Perspective

The analysis identified seven types of runaway according to the pattern of etiological characteristics:

### Low Delinquency Runaways

Type 1 Young non-delinquent youth running from highly stressed family situation.

Type 2 Middle-class "loners". These non-delinquent youth appear to exemplify a "running to" model of runaway. A majority are girls.

Type 3 Highly "autonomous" older runaways from a loose-knit family situation. Social class is low.

#### High Delinquency Runaways

Type 4 Delinquent lower social class runaways. Runaway is embedded in a wide variety of diverse delinquent behaviors. Family and school strains are extremely high.

Type 5 Delinquent girls with highly stressful home and school situations and strong peer pressure towards delinquency.

Type 6 Higher social class delinquents with extremely high commitment to peers and high peer delinquency. They have a marked lack of interest in school and a highly rejecting family.

Type 7 Young delinquent boys from highly rejecting families. Strong normative pressure from peers towards delinquent behavior.

The full differentiation between these different types is provided in the text.

#### A Behavioral Classification System for Runaway Episodes

Using behavioral data only from the runaway episodes a behavioral classification system was created to describe the typical runaway episodes. The following appears to accurately characterize these. Five types were found.

Type 1: Spontaneous Unplanned Episodes. Most of these cases are extremely illprepared prior to the episode. Most are back home within a week, and many simply go to a friend's house. When they leave they have no clear idea how long they will stay away, nor where they will go.

Type 2: Deliberate Successful Episodes. Careful deliberate planning appears to lead to a successful episode. These youth stay away for longer



times than most runaways and the police are often involved in returning them to their parents. They tend not to return voluntarily.

Type 3: Temporary "Good Time" Episodes. This is an example of short-term fun seeking escapades. Many of these youth do not see the episode as a "runaway", and most return on their own. Parents have a low tendency to report the youth as "missing".

Type 4: Difficult Long Term Escapist Episodes. This consists largely of girls trying to escape a stressed home situation. They intend to stay away for a long time, their parents report them as "missing" and the police are involved to a higher than average degree in returning the youth to their families. The youth do not return voluntarily.

Type 5: Temporary Escapist Episodes. Again this type appears to be running from an unpleasant home situation. There is no intention however, to stay away for a long time as in the above type. Most return after only three days.

APPENDIX A

Interviewer Manual

## INTERVIEWER MANUAL

### I. ABOUT THIS STUDY

The Department of Health, Education, and Welfare has contracted with Behavioral Research and Evaluation Corporation of Boulder to study problems confronting the American Family today. We are specifically concerned with the problem of runaway youth. By means of interviews with families information will be collected with regard to the causes of runaway behavior, events occurring during the runaway episode, services utilized by families with runaway youth, etc. The resulting data will help guide policy decisions concerning solutions to the runaway problem by providing information to assist in the development of methods for the prevention of runaway behavior and in the determination of services needed by runaway children and their families.

The Interview: Both parent and child interviews have been developed and both parents and children will be interviewed. In some cases, when there are no children between the ages of 10 and 18 or when there have been no incidences of runaway behavior in the family, the interview will be terminated after a limited number of questions. More detailed information about the interview can be found in the section on specific instructions for conducting the interview.

### II. THE IMPORTANCE OF THE INTERVIEWER IN A SURVEY

A survey is a technique of gathering information by personally interviewing a number of individuals. Typically, the persons who are to be interviewed have been selected in such a manner that their answers to the questions on the interview schedule will be representative of some larger population, in our present case, adolescents and their parents in Colorado.

Each respondent is asked the same series of questions, and the answers are then analyzed, conclusions are drawn, and the information is used to deal with a particular problem. Since we are using the answers of a relatively few persons to make statements about a large population, it is extremely important that each stage in the interviewing process and data analysis be carried out with care.

The interviewer has the important job of obtaining accurate information and honest opinions from the respondent.

THE QUALITY OF THE WORK DONE IN THE FIELD LARGELY DETERMINES THE VALUE OF ANY SURVEY THAT WE CONDUCT. Although the greatest care and attention may have been given to the technical planning of the survey (i.e., obtaining a representative sample, writing a clear and unbiased set of questions, and doing

sound statistical analysis), unless the plans have been understood and faithfully followed by you we will not succeed in collecting useful information. In fact, we would be in danger of preparing misleading information for publication.

Thus, you can see that a large share of the responsibility for the study in which you are participating will rest on you. This is the reason that we will train you and ask you to complete a series of training sessions.

EVERY INTERVIEWER IS RESPONSIBLE FOR A THOROUGH MASTERY OF THESE BASIC INSTRUCTIONS. REMEMBER, A SINGLE INTERVIEWING ERROR MAY DESTROY THE USEFULNESS OF A COMPLETED SCHEDULE; AN ERROR REPEATED MAY BIAS THE FINDINGS OF THE STUDY.

### III. THE ETHICS OF INTERVIEWING

The interviewer must ask many questions he would never dream of asking a close friend, questions one might regard as "too personal." But you will find the average person willing to answer questions -- or even volunteering information -- he would never tell a close friend or relative. Just as a stranger on a train hears many confidences from people he will probably never see again, the interviewer has the great advantage of anonymity which encourages the respondent to confide in him.

The main reason survey research organizations are able to collect useful data is that our interviewers can and do assure their respondents that their replies will be completely confidential. We promise the people whom we interview that we will never reveal what they have told us, but simply publish summary statements to the effect that: "       % of the people interviewed think such and such." IT IS YOUR RESPONSIBILITY AS AN INTERVIEWER TO KEEP THAT PROMISE.

Once in a while a respondent may need reassurance that you're not a salesman or an FBI agent; they may need occasional reminders that the interview is anonymous and that their friends or employer will never know their replies. Never divulge the opinions expressed by anyone you interview. While interviewers are entitled to their own opinions, whatever they are, they cannot let those opinions enter into the interview situation. Moreover, they must not report any suspicions which arise as a result of information they get from an interview.

The interviewer has a responsibility here much like that of the priest, doctor, or lawyer, none of whom may pass on to others what his clients have told him in private. The whole basis of opinion research rests on the respondent's confidence that what he says is off the record, and if these confidences were violated the entire profession would suffer great harm.

These rules apply to the opinions you hear, and the information you receive, no matter what the subject. There can be no exceptions to CONFIDENTIALITY.

#### IV. PRELIMINARIES

##### A. First Impressions

The way you dress and the way you handle yourself is very important because the first impression you make is a visual one. Research has shown that after being interviewed, the respondents frequently couldn't always recall the topic or the sponsor of the survey, but they recalled the impression the interviewer made as a person. Further, the decision to cooperate was frequently made on the basis of the first impression.

1. Dress: There are two keys to how the interviewer should dress: appropriateness and comfort. Dressing appropriately means taking the social status of the respondents into account; it does not mean disguising yourself in a phoney attempt to be "one of the boys." Overdressing is the worst thing you can do, so play it on the conservative side. Examples: the women should wear no jewelry aside from wedding rings and such "standard" items. Dressing comfortably means informally, but neatly. Briefly, **AVOID UNUSUAL DRESS THAT WILL DISTRACT ATTENTION FROM THE INTERVIEW.**
2. Smoking and Gum, etc.: If you are a smoker, never smoke in the home of a respondent unless you are openly invited (and then only if you have an ashtray and aren't distracted from your duties as an interviewer). **NEVER CHEW GUM WHILE INTERVIEWING.**

##### B. Introducing Yourself

The following pointers should help you with your introduction:

TELL THE RESPONDENT WHO YOU ARE AND WHO YOU REPRESENT. An introduction has been provided on the face of the interview schedule. You may use this or modify it as you feel the need.

TELL THE RESPONDENT WHAT YOU ARE DOING. A statement for your use has also been provided on the face of the interview schedule. You may alter it to fit the situation.

TELL THE RESPONDENT HOW HE OR SHE WAS SELECTED. Explain that his or her address was drawn from a random sample of families in Colorado. Stress that his or her name will never be used, but that the answers to the questionnaire will be used in a report on the American Family.

AVOID DISCUSSING THE CONTENT OF THE QUESTIONS. If asked directly, you can handle it with "That's hard to say because we cover lots of different things, but I know you'll find most of the questions interesting -- most people do." (For other general questions which interviewees are most likely to ask, see the section on Handling Respondents' Questions.)

It is rare to be challenged, but in such a case, you will be prepared:

1. You will have a reproduction of a clipping about the study from the local paper. Not everyone will have seen the article, but it gives you the upper hand when you say, "Perhaps you read about the survey in the paper..." and show the clipping.
2. You will be known to the authorities. Your name will be on file with the Police Department, the Better Business Bureau, and the Chamber of Commerce. It is rare to be challenged, but it's best to be prepared.

### C. The Interview Situation

Avoid an "audience." Try to be alone with the respondent while interviewing. It may be impossible to gain candid answers when others are observing. When others are present when you arrive, you might suggest, "Could we sit in the kitchen or dining room, so we won't disturb others?" or "Could we sit somewhere where we won't bother the others--I'm supposed to interview you in private."

Always face the respondent and look at him/her while interviewing--avoid sitting right next to the interviewee.

Keep the respondent on the subject as much as possible. Discourage irrelevant conversation as gently as possible.

Unusual situations. Your arrival may be quite unexpected, and you may catch the respondent "off-guard." You will need to employ tact, friendliness and reassure and encourage the respondent:

- (1) Respondent embarrassed by untidy house or personal appearance. You can establish your role as a sympathetic and understanding person if you make a reassuring statement such as, "I understand. I know how busy you must be. It seems as though with children around you can never keep things in apple-pie order."
- (2) Respondent is busy at some household task. Offer to sit in while the respondent finishes the ironing, washing, or what have you. (Some of the most relaxed interviewing situations are where the respondent is doing something familiar, such as ironing, but where she can concentrate on questions. Furthermore, the respondents will frequently get so absorbed they'll put aside what it was they were doing once you've begun the interview.)
- (3) Shyness with strangers. Usually a few casual remarks having nothing to do with the survey will help break the ice. Noting a picture of a family member, remarking on an unusual piece of furniture, etc.
- (4) Respondent fearing to appear ignorant. Reassure these respondents that their opinions are most important. "We just want to know how you feel about certain things--there aren't any right or wrong answers--just what you think."

- (5) Suspicious or fearful of what you're going to do with the schedule. Emphasize the confidential nature of the interview, mention the fact that numbers will be used and not names--"no one will ever know a what you told me."
- (6) The curiosity as to what the interviewer thinks. Remain neutral at all times. You can indicate that you've heard so many ideas on that question you're not quite sure what your own opinions are, "It's not really important what I think, your opinions are the important ones."

If you cannot gain access to the house at the first call, make a definite appointment to come back at a time when the respondent is not busy.

#### D. Handling Respondents' Questions

1. How did you get my name? Explain that a scientific random sample of addresses was drawn from households in Colorado. "A statistician at the office told me where to go."
2. Who's going to see my interview? The answers the respondent gives will be completely confidential. Only a few professors on the study will see the interviews; numbers will be assigned; results will be based on what so many people thought about a certain question.
3. Who's paying for this? The Behavioral Research and Evaluation Corporation of Boulder has been funded by HEW to conduct this survey.
4. Why ask me? Can't you go next door? It's important that we talk to you. Our sample will not be representative if we interview someone else.
5. What's the purpose? The study has the aim of providing us with a better understanding of American families and some of the problems they face.
6. How long will it take? "Well, it varies quite a bit, but it takes about \_\_\_\_\_." (If hesitant, mention pay here) ?



## V. CONDUCTING THE INTERVIEW

### A. Asking the Questions

1. Read each question exactly as worded on the schedule. The accuracy of the findings are dependent upon uniformity of questions being asked by all interviewers.
2. Ask all the questions in the order in which they appear on the schedule. Never go back and change earlier answers--if there are conflicts in opinions, make a parenthetical note to this effect (remember that people are inconsistent--don't try to make everything in the schedule agree).
3. Don't skip any questions unless instructions tell you to. Be sure to ask all the appropriate subquestions.
4. Don't try to explain the questions. Your explanation may be different than that of another interviewer and could bias the respondent. If the respondent doesn't appear to understand, try re-reading the question slowly and clearly. If asked what the question means, don't attempt an impromptu definition, try asking "What does it mean to you?"
5. Never read a "Don't Know" category to a respondent! If the respondent answers "I don't know" make sure he/she understands the question. Give him/her time to clarify his/her thoughts and gently encourage a response.

### B. Cards

You will be provided with cards indicating response categories (Strongly Agree, Agree, Disagree, etc.). At the beginning of each set of questions, a card number will be indicated on the questionnaire. Hand this card to the respondent and read the responses to him/her if necessary. Tell the respondent to answer by saying the number which corresponds to their response. Do not accept an answer in between two numbers; try to get the respondent to decide on one response.

### C. Probing

On the questions which require a written response, it may be necessary to probe the respondent for further information in order to clarify their response and find out exactly what he or she means. Always use NEUTRAL probes like:

How do you mean?

Could you explain that a little?

Or you can repeat the respondent's own words with a rising inflection, to suggest that you are not sure of exactly what they mean.

DON'T SUGGEST ANSWERS. The new interviewer may find it hard not to suggest answers, for in normal conversation we often do so without realizing it. While one may think of interviewing as a friendly conversation, it is a rather artificial one. In most conversations it's quite common for a person who is not certain what his partner means by an expression to suggest the meaning.



## VI. REFUSALS

Nonresponses can be a serious problem in interviewing if the number becomes too great. If the study is to be a success, it is of extreme importance that each interviewer minimize nonresponses. The following are some suggestions to help you avoid refusals and to eliminate missing the respondent after several tries.

- A. In your introduction, you should be sensitive to a respondent's hesitancy so that you can adapt your response to encourage the respondent to participate in the study. Emphasize the potential benefits of the study, and be reassuring regarding the confidentiality and anonymity of the respondent's answers.
- B. Be sensitive to awkward times for the respondent (such as mealtimes) and offer to return at a more convenient time.
- C. Try to avoid outright refusals, leaving the door open for another visit. If you are getting nowhere with a respondent, leave before you are given an outright "no."
- D. On the front page of the interview schedule write up in detail what was said. In addition, put down your own reactions, including an estimate of the type of interviewer needed to get the interview: e.g., "try male interviewer," "Spanish-speaking," "older motherly type," etc.

## APPENDIX B

## Episode Variables

Table B 1      Tabulation of Runaway Episode (Parent-reported) for Number of Episode

Var No.	Variable Name	Probability		Purposive	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
152	Number of episodes				
	1	13	50	63	45
	2-3	10	38	51	37
	> 3	3	12	25	18

Table B 2 Tabulation of Runaway Episode (Parent-reported) for Length of Time Gone

Var No.	Variable Name	Probability		Purposive	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
158	Overnight				
	No	6	24	16	12
	Yes	19	76	122	88
180	Time away in days				
	0	2	8	7	5
	< 1	7	27	17	12
	1-3	5	19	48	34
	4-7	2	8	34	24
	8-14	5	19	15	11
	15-30	0	0	12	8
	31-180	5	19	5	4
	> 180	0	0	3	2

Table B 3 Tabulation of Runaway Episode (Parent-reported) for Which Month Ran

Var No.	Variable Name	Probability		Purposive	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
159	Which month				
	January	0	0	14	10
	February	0	0	10	7
	March	2	8	15	11
	April	2	8	11	8
	May	3	12	10	7
	June	5	20	13	9
	July	1	4	15	11
	August	3	12	10	7
	September	4	16	12	9
	October	2	8	17	12
	November	3	12	7	5
	December	0	0	5	4

Table B.4 Tabulation of Runaway Episode (Parent-reported) for Parents' First Reaction

Var No.	Variable Name	Probability		Purposive	
		N	%	N	%
160	First reaction				
	Waited	11	47	47	35
	Called police	3	13	54	40
	Called friends/ relatives	2	9	10	8
	Called child's friends	2	9	9	7
	Went out/looked	3	13	11	8
	Other	2	9	3	2
161	Reported youth missing				
	No	15	62	34	25
	Yes	9	38	101	75
162	Signed warrant for youth's arrest				
	No	19	79	61	51
	Yes	5	21	59	49
163	Interpreted incident as runaway				
	No	12	50	35	26
	Yes	12	50	101	74
164	Thought running was against law				
	No	8	40	39	32
	Yes	12	60	83	68

Table B 5 Tabulation of Runaway Episode (Parent-reported) for Locating Runaway

Var No.	Variable Name	Probability		Purposive	
		N	%	N	%
165	How located				
	Returned on own	7	41	59	45
	Other	10	59	71	55
166	How located				
	Parent	6	29	28	32
	Friend/relative	6	28	20	23
	Police	6	28	29	33
	Runaway house	0	0	1	1
	Social service agency	1	5	2	2
	Other	2	10	8	9
170	How far had gone				
	<1 mile	2	10	4	4
	1-10 miles	12	60	59	50
	11-100 miles	2	10	30	26
	100-1000 miles	1	5	14	14
	>1000 miles	3	15	6	6
171	How returned				
	Voluntarily--on own	10	83	45	42
	Through official agency	2	17	18	17
	Other	0	0	43	41

Table B 6      Tabulation of Runaway Episode (Parent-Reported) for Knowledge of Intended Destination

Var No.	Variable Name	Probability		Purposive	
		N	%	N	%
172	Know of intended destination?				
	No	17	68	102	74
	Yes	8	32	35	26
173	How far was intended destination?				
	<1 mile	1	50	1	4
	1-10 miles	0	0	13	51
	11-100 miles	0	0	4	15
	101-1000 miles	0	0	4	15
	>1000 miles	1	50	4	15



Table B 7 'Tabulation of Runaway Episode (Parent-Reported) for Runaways  
Contact with Juvenile Authorities While Away

Var No.	Variable Name	Probability		Purposive	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
174	Contact with police				
	No	20	83	89	66
	Yes	4	17	46	34
175	Picked up by police				
	No	16	80	63	54
	Yes	4	20	53	46
176	Arrested?				
	No	20	95	76	72
	Yes	1	5	30	28
177	Reason for Arrest				
	Runaway	1	100	28	85
	Other	0	0	5	15
178	Have to go to court?				
	No	10	91	74	77
	Yes	1	9	22	23
179	Was a petition filed?				
	No	11	92	56	85
	Yes	1	8	10	15

Table B 8 Youth Demographic Variables (Youth-reported)

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
232	Sex				
	Male	21	60	51	40
	Female	14	40	78	60

Table B 9 Sibling Runaway (Youth-Reported)

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
234	Siblings Gone Without Per- mission in Last Year				
	Yes	33	94	120	93
	No	2	6	9	7

Table B 10 Tabulation of Runaway Episode (Youth-Reported)  
Number of Episodes

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
280	Number of Times Gone in Last Year				
	1	14	44	45	36
	2-3	12	37	50	40
	>3	11	19	29	24

Table B 11 Tabulation of Runaway Episode (Youth-Reported)  
Length of Time Gone

<u>Var.</u> <u>No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
286	Gone Overnight?				
	No	7	24	12	14
	Yes	22	76	72	86

Table B 12 Tabulation of Runaway Episode (Youth-Reported)  
Sleeping Accomodations

<u>Var.</u> <u>No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
287- 293	Where Slept				
	With friends	19	61	76	56
	relatives	3	10	10	7
	strangers	0	0	5	4
	Runaway house	0	0	8	6
	Outdoors	2	7	10	7
	Public facility	1	3	9	7
	Other	6	19	18	13

Table B 13 Tabulation of Runaway Episode (Youth-Reported)  
Mode of Return

Var. No.	Variable	Probability		Purposive	
		N	%	N	%
322	Located by others or home on own?				
	Self	22	67	55	45
	Other	11	33	67	55

Var. No.	Variable	Probability		Purposive	
		N	%	N	%
323	How Located?				
	Parents	2	20	15	20
	Friends/relatives	3	30	9	12
	Police	5	50	44	60
	Runaway house	0	0	0	0
	Parents' social service agency	0	0	2	3
	Other	0	0	4	5

Table B 14 Tabulation of Runaway Episode (Youth-Reported)  
Distance Ran

Var. No.	Variable	Probability		Purposive	
		N	%	N	%
328	How Far had you Gone?				
	<1 mile	5	19	10	9
	1-10 miles	9	33	51	42
	11-100 miles	6	22	32	29
	101-1000 miles	4	15	14	13
	>1000 miles	3	11	8	7

Table B 15 Tabulation of Runaway Episode (Youth-Reported)  
Mode of Travel

Var. No.	Variable	Probability		Purposive		C.C.
		N	%	N	%	
329	How did you get there?					
	Plane	0	0	1	1	.14
	Bus	2	6	13	10	
	Train	0	0	0	0	
	Hitchhiking	1	3	37	29	Sig.
	Had a ride	8	24	32	25	.000
	Walked	13	38	36	28	
	Other	10	29	8	6	

TABLE B 16 TABULATION OF RUNAWAY EPISODE (YOUTH-REPORTED)

## REASONS FOR RETURN

Var. No.	Variable	Probability	Purposive	Cont. Coeff.	Sig.
330	Came home because afraid parents worried AGREE	$\frac{N}{10} \frac{X}{30}$	$\frac{N}{40} \frac{X}{33}$	.32	.012
331	Came home because afraid of getting into trouble AGREE	$\frac{N}{9} \frac{X}{27}$	$\frac{N}{29} \frac{X}{24}$	.27	.117
332	Too hard trying to make it on own AGREE	$\frac{N}{13} \frac{X}{41}$	$\frac{N}{39} \frac{X}{33}$	.33	.010
333	Afraid AGREE	$\frac{N}{7} \frac{X}{21}$	$\frac{N}{27} \frac{X}{23}$	.28	.087
334	No place to go AGREE	$\frac{N}{9} \frac{X}{27}$	$\frac{N}{25} \frac{X}{21}$	.34	.007
335	Ran out of money AGREE	$\frac{N}{14} \frac{X}{44}$	$\frac{N}{29} \frac{X}{24}$	.39	.001

TABLE 17 CONTINUED

Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
336	Hasn't angry anymore AGREE	$\frac{17}{54}$	$\frac{38}{32}$	.30 <sup>a</sup>	.051
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
337	Fear of what others would think AGREE	$\frac{3}{9}$	$\frac{14}{12}$	.29	.053
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
338	Came home because finished what wanted to do AGREE	$\frac{13}{39}$	$\frac{20}{17}$	.35	.003
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
339	Came home because missed friends AGREE	$\frac{5}{15}$	$\frac{21}{18}$	.32	.019
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
340	Came home because missed parents AGREE	$\frac{13}{39}$	$\frac{46}{39}$	.22	.431
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
341	Came home because police caught me AGREE	$\frac{10}{32}$	$\frac{45}{38}$	.33	.011
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
342	Came home because agency persuaded me to AGREE	$\frac{6}{19}$	$\frac{20}{17}$	.25	.197
Var. No.	Variable	Probability $\frac{N}{Z}$	Purposive $\frac{N}{Z}$	Cont. Coeff.	Sig.
343	Came home because missed school AGREE	$\frac{0}{0}$	$\frac{6}{5}$	.27	.043

Table B'18 Tabulation of Runaway Episode (Youth-Reported)  
Experiences While Running

Var. No.	Variable	Probability		Purposive		Cont. Coeff.	Sig.
344	Return home voluntarily?	N	%	N	%	.18	.062
	No	10	30	48	41		
	Yes	23	70	70	59		
345	Any contact with police while gone?	N	%	N	%	.22	.014
	No	23	70	71	58		
	Yes	10	30	52	42		
346	Picked up by police?	N	%	N	%	.24	.007
	No	22	71	63	54		
	Yes	9	29	53	46		
347	Arrested?	N	%	N	%	.22	.053
	No	20	77	53	64		
	Yes	6	23	30	36		
348	Have to go to court?	N	%	N	%	.14	.349
	No	19	80	62	75		
	Yes	5	20	21	25		
349	Experiences good or bad while gone?	N	%	N	%	.16	.860
	Very bad	3	9	7	7		
	Bad	3	9	8	7		
	Neither good nor bad	7	22	31	29		
	Good	12	38	36	34		
	Very good	7	22	25	23		
351	How likely leave again?	N	%	N	%	.20	.564
	Very likely	8	25	19	16		
	Somewhat likely	8	25	21	17		
	Neither likely nor unlikely	2	6	15	12		
	Not very likely	4	13	21	17		
	Not likely at all	10	31	46	38		



Table B 19 Tabulation of Runaway Episode (Parent-Reported)  
for Number of Episodes

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
152	Number of Episodes							.46
	1	11	42	23	38	38	56	Sig. .015
	2-3	5	20	28	47	23	34	
	≥3	10	38	9	15	7	10	

Table B 20 Tabulation of Runaway Episode (Parent-Reported)  
for Length of Time Gone

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
158	Overnight							.35	.000
	No	12	46	10	17	4	6		
	Yes	14	54	49	83	62	94		
Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
180	Time Away in Days							.57	.087
	0	4	15	3	5	4	6		
	≤1	8	31	12	20	5	7		
	1-3	4	15	17	43	16	23		
	4-7	4	16	12	20	15	22		
	8-14	2	8	7	12	9	13		
	15-30	4	15	0	0	7	10		
	31-180	0	0	0	0	10	14		
	>180	0	0	0	0	3	5		

Table B 21 Tabulation of Runaway Episode (Parent-Reported)  
for Which Month Ran

Var. No.	Variable	10-13		14-15		16+		Cont. Coef.	Sig.
		N	%	N	%	N	%		
159	Month Ran							.35	.532
	January	3	12	3	12	4	6		
	February	2	8	3	5	4	6		
	March	4	14	5	8	7	11		
	April	1	4	5	8	7	10		
	May	1	4	4	7	5	8		
	June	3	12	7	12	8	12		
	July	2	8	4	7	5	8		
	August	1	4	2	3	7	11		
	September	4	15	11	18	2	3		
	October	1	4	7	12	10	14		
	November	4	15	2	3	5	8		
	December	0		3	5	2	3		

Table B 22 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
160	First Reaction							.29
	Waited	5	19	22	39	28	44	<u>Sig.</u>
	Called police	10	39	17	31	23	37	
	Called friends/relatives	5	19	3	5	3	5	.207
	Called child's friends	2	8	3	5	3	5	
	Went out and looked	4	15	8	14	4	6	
	Other	0	0	3	6	2	3	

Table B 23 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
161	Reported Youth Missing							.05
	No	10	38	21	36	21	33	<u>Sig.</u>
	Yes	16	62	37	64	43	67	.858

Table B 24 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
162	Signed Warrant for Youth's Arrest							.04
	No	14	61	29	56	33	56	<u>Sig.</u>
	Yes	9	39	23	44	26	44	.907

Table B 25 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
163	Interpreted Incident as Runaway							.16
	No	12	48	15	26	22	34	<u>Sig.</u>
	Yes	13	52	43	74	43	66	.143

Table B 26 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	10-13 Class I		14-15 Class II		16+ Class III		Cont. Coeff.
		N	%	N	%	N	%	
164	Thought Runaway was Against Law							.10
	No	5	25	19	38	18	31	<u>Sig.</u>
	Yes	15	75	31	62	40	69	.536

Table B 27 Tabulation of Runaway Episode (Parent-Reported)  
for Locating Runaway

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
165	How Located	N	%	N	%	N	%	.15
	Returned on own	7	30	22	42	31	51	<u>Sig.</u>
	Other	16	70	31	58	30	49	.223

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
166	How Located	N	%	N	%	N	%	.35
	Parent	10	50	15	42	10	22	<u>Sig.</u>
	Friend/relative	5	25	7	19	11	25	
	Police	3	15	13	36	14	31	.190
	Runaway house	0	0	0	0	1	2	
	Social service agency	0	0	0	0	3	7	
	Other	2	10	1	3	6	13	

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
170	How Far had Gone	N	%	N	%	N	%	.59
	≤ 1 mile	3	14	1	2	3	6	<u>Sig.</u>
	1-10 miles	15	68	30	63	22	41	
	11-100 miles	4	18	11	23	14	26	.436
	100-1000 miles	0	0	3	6	9	17	
	> 1000 miles	0	0	3	6	6	11	

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
171	How Returned	N	%	N	%	N	%	.24
	Voluntarily - on own	5	29	19	43	27	54	<u>Sig.</u>
	Through official agency	1	6	7	16	8	16	
	Other	11	65	18	41	15	30	.153

Table B 28 Tabulation of Runaway Episode (Parent-Reported)  
for Knowledge of Intended Destination

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
172	Know of Intended Destination	N	%	N	%	N	%	.09
	No	16	64	43	73	50	76	<u>Sig.</u>
	Yes	9	36	16	27	16	24	.532

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
173	How Far was Intended Destination?	N	%	N	%	N	%	.72
	≤1 mile	0	0	1	8	1	10	<u>Sig.</u>
	1-10 miles	4	100	7	54	1	10	
	11-100 miles	0	0	2	15	2	20	.484
	100-1000 miles	0	0	0	0	4	40	
	≥1000 miles	0	0	3	23	2	20	

Table B 29 Tabulation of Runaway Episode (Parent-reported) for Runaways  
Contact with Juvenile Authorities While Away

Var No.	Variable Name	10-13		14-15		16+		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
174	Contact with police								
	No	20	83	43	73	42	66		
	Yes	4	17	16	27	22	34	.14	.249
175	Picked up by police								
	No	18	78	31	62	31	55		
	Yes	5	22	19	38	25	45	.17	.163
176	Arrested								
	No	20	91	35	78	37	70		
	Yes	2	9	10	22	16	30	.18	.141
177	Reason for arrest								
	Runaway	2	100	8	80	16	84		
	Other	0	0	2	20	3	16	.13	.780
178	Have to go to court								
	No	12	75	29	78	41	84		
	Yes	4	25	8	22	8	16	.08	.696
179	Was a petition filed?								
	No	12	92	23	85	31	89		
	Yes	1	8	4	15	4	11	.08	.802

Table B 30 Youth Demographic Variables (Youth-Reported)

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
232	Sex							.05
	Male	67	47	56	40	80	44	<u>Sig.</u>
	Female	75	53	83	60	102	56	.507

Table B 31 Tabulation of Runaway Episode (Youth-Reported)  
Number of Episodes

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
280	Number of Times Gone in Last Year							.41
	1	13	47	17	25	34	44	<u>Sig.</u>
	2-3	6	22	29	44	33	44	
	>3	9	31	20	31	10	12	.237



Table B 32 Tabulation of Runaway Episode (Youth-Reported)  
Sleeping Accomodations

Var. No.	Variable	10-13		14-15		16+	
		N	%	N	%	N	%
287-293	Where Slept						
	With friends	7	31	40	65	48	58
	relatives	4	18	3	5	6	7
	strangers	1	6	1	2	3	4
	Runaway house	2	9	2	3	4	5
	Outdoors	2	9	4	6	6	7
	Public facility	2	9	2	3	6	7
	Other	4	18	10	16	10	12

Table B 33 Tabulation of Runaway Episode (Youth-Reported)  
Other Youth Involved in Incident

Var. No.	Variable	10-13		14-15		16+	
		N	%	N	%	N	%
294	Left with others or alone?						
	Alone	13	45	29	43	46	55
	Not alone	16	55	38	57	37	45

Var. No.	Variable	10-13		14-15		16+	
		N	%	N	%	N	%
295	With how many relatives?						
	1	0	0	1	33	1	50
	2-3	0	0	1	33	1	50
	>3	0	0	1	34	0	0

Var. No.	Variable	10-13		14-15		16+	
		N	%	N	%	N	%
296	Sex of relatives						
	Male	0	0	1	33	1	50
	Female	0	0	0	0	1	50
	Both	0	0	2	67	0	0

Table B 34 Tabulation of Runaway Episode (Youth-Reported)  
Which Month Youth Left

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
285	Month. Ran							.37	.204
	January	4	16	13	20	8	10		
	February	3	12	2	3	2	3		
	March	0	0	2	3	5	6		
	April	1	4	0	0	3	4		
	May	0	0	2	3	3	4		
	June	0	0	5	8	11	13		
	July	2	8	7	11	6	8		
	August	0	0	4	6	7	9		
	September	2	8	7	11	5	6		
	October	4	16	8	12	14	17		
	November	7	28	6	9	10	12		
	December	2	8	9	14	6	8		

Table B 35 Tabulation of Runaway Episode (Youth-Reported)  
Length of Time Gone

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
286	Gone Overnight?							.32	.001
	No	12	60	13	26	9	16		
	Yes	8	40	38	74	48	84		

Table B 36 Tabulation of Runaway Episode (Youth-Reported)  
Other Youth Involved

Var. No.	Name	10-13		14-15		16+		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
297	With how many brothers or sisters?							.36	.833
	1	3	75	3	60	1	100		
	2-3	1	25	1	20	0	0		
	>3	0	0	1	20	0	0		
298	Sex of brothers/sisters	N	%	N	%	N	%	.46	.569
	Male	3	60	3	60	0	0		
	Female	1	20	1	20	1	100		
	Both	1	20	1	20	0	0		
299	With how many friends?	N	%	N	%	N	%	.55	.041
	1	4	50	14	67	15	58		
	2-3	1	13	6	29	7	27		
	>3	3	37	1	4	3	15		
300	Sex of friends	N	%	N	%	N	%	---	---
	Male	2	29	11	41	12	43		
	Female	3	43	13	48	10	36		
	Both	1	14	3	11	6	21		
301	With how many others?	N	%	N	%	N	%	---	---
	1	0	0	1	100	1	100		
	2-3								
	>3								
302	Sex of others	N	%	N	%	N	%	---	---
	Male	0	0	1	50	0	0		
	Female	0	0	1	50	1	100		
	Both	0	0						
303	How many others total?	N	%	N	%	N	%	.30	.362
	0	11	48	31	55	43	60		
	1	4	17	15	26	16	22		
	2-3	4	18	9	16	7	10		
	>3	4	17	2	3	5	8		

Table B 37 Tabulation of Runaway Episode (Youth-Reported)  
Parents' Reaction to Episode

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
304	Reported youth missing?	N	%	N	%	N	%	.05	.786
	No	11	41	25	38	34	44		
	Yes	16	59	41	62	44	56		

Var. No.	Name	10-13		14-15		16+		Cont. Coeff.	Sig.
305	To whom reported?	N	%	N	%	N	%	.16	.282
	Friend	3	18	2	5	3	7		
	Police	14	82	37	95	38	93		
	Other	0	0	0	0	0	0		

Table B 38 Tabulation of Runaway Episode (Youth-Reported)  
Youth's Intent to Run Away

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.	Sig.
306	Were you running away?	N	%	N	%	N	%	.12	.304
	No	7	26	18	27	30	38		
	Yes	20	74	49	73	50	62		

Var. No.	Name	10-13		14-15		16+		Cont. Coeff.	Sig.
312	Episode planned or sudden?	N	%	N	%	N	%	.07	.655
	Planned	9	36	18	28	26	34		
	Sudden	16	64	47	72	51	66		

Table 37 Tabulation of Runaway Episode (Youth-Reported)  
Factor Leading to Runaway

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
316	Something at home made you leave?							--
	No	10	42	33	50	43	52	Sig.
	Yes	14	58	33	50	39	48	--
	If yes, long term or immediate problem?							
	Long term	6	43	20	47	26	67	
	Immediate	7	50	10	23	9	23	
	Missing data	1	7	3	10	4	10	

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
317	Argument with parent?							.29
	No	10	40	39	60	34	44	Sig.
	Yes	15	60	26	40	43	56	.229
	If yes, long term or immediate problem?							
	Long term	8	53	16	62	26	60	
	Immediate	6	40	6	23	8	19	
	Missing data	1	7	4	15	9	21	

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
		N	%	N	%	N	%	
318	Something at school?							.19
	No	24	92	52	79	71	89	Sig.
	Yes	2	8	14	21	9	11	.381
	If yes, long term or immediate problem?							
	Long term	2	100	10	72	4	45	
	Immediate	0	0	2	14	3	33	
	Missing data	0	0	2	14	2	22	

Table B 39 Continued

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
319	Something with police?	N	%	N	%	N	%	.14
	No	25	96	57	88	73	91	<u>Sig.</u>
	Yes	1	4	8	12	7	9	.723
	If yes, long term or immediate problem?							
	Long term	0	0	1	13	2	29	
	Immediate	1	100	6	74	3	42	
	Missing data	0	0	1	13	2	29	

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
320	Something with friends?	N	%	N	%	N	%	.19
	No	23	89	56	85	70	87	<u>Sig.</u>
	Yes	3	11	10	15	11	13	.562
	If yes, long term or immediate problem?							
	Long term	2	67	4	40	3	27	
	Immediate	1	33	3	30	7	64	
	Missing data	0	0	3	30	1	9	

Var. No.	Variable	10-13		14-15		16+		Cont. Coeff.
321	Personal things bothering you?	N	%	N	%	N	%	.27
	No	14	54	41	65	45	56	<u>Sig.</u>
	Yes	12	46	22	35	36	44	.228*
	If yes, long term or immediate problem?							
	Long term	8	67	13	59	26	72	
	Immediate	1	8	7	32	6	17	
	Missing data	3	25	2	9	4	11	

Table B 40 / Tabulation of Runaway Episode (Youth-reported)  
Mode of Return

Var No.	Variable Name	<u>10-13</u>		<u>14-15</u>		<u>16+</u>		<u>C.C.</u>	<u>Sig.</u>
		N	%	N	%	N	%		
322	Located by others or home on own?							.20	.027
	Self	9	36	29	45	48	62		
	Other	16	64	36	55	29	38		
323	How located?							.38	.075
	Parents	5	26	10	29	3	9		
	Friends/relatives	2	11	4	11	7	22		
	Police	8	41	21	60	20	63		
	Runaway house	0	0	0	0	0	0		
	Social service agency	1	6	0	0	1	3		
	Other	3	16	0	0	1	3		

Table B 41 Tabulation of Runaway Episode (Youth-reported)  
Distance Ran

Var No.	Variable Name	<u>10-13</u>		<u>14-15</u>		<u>16+</u>		<u>C.C.</u>	<u>Sig.</u>
		N	%	N	%	N	%		
328	How far had you gone?							.58	.859
	< 1 mile	3	13	5	9	9	13		
	1-10 miles	14	61	27	47	21	31		
	11-100 miles	5	22	15	26	21	31		
	101-1000 miles	0	0	9	15	9	14		
		1	4	2	3	8	11		

Table B 42 Tabulation of Runaway Episode (Youth-reported)  
Mode of Travel

Var No.	Variable Name	<u>10-13</u>		<u>14-15</u>		<u>16+</u>		<u>All</u> <u>Runners</u>	<u>C.C.</u>	<u>Sig.</u>
		N	%	N	%	N	%			
329	How did you get there?								.27	.166
	Plane	0	0	0	0	1	1	1		
	Bus	4	15	7	11	4	5	15		
	Train	0	0	0	0	0	0	0		
	Hitchhiking	4	15	15	23	20	24	39		
	Had a ride	2	8	15	23	26	32	43		
	Walked	14	54	22	33	22	27	58		
	Other	2	8	7	11	9	11	18		



Table B.43 Tabulation of Runaway Episode (Youth-reported)  
Reasons for Return

Var No.	Variable Name	10-13		14-15		16+		C.C.	Sig.
		N	%	N	%	N	%		
330	Came home because afraid parents worried							.16	.797
	Agree	10	42	22	33	24	32		
331	Came home because afraid of getting into trouble							.13	.931
	Agree	8	33	17	26	17	22		
332	Too hard trying to make it on own							.24	.285
	Agree	10	46	18	18	26	35		
333	Afraid							.25	.177
	Agree	9	38	12	18	14	18		
334	No place to go							.23	.378
	Agree	4	18	20	31	10	14		
335	Ran out of money							.16	.862
	Agree	5	23	19	30	21	28		
336	Wasn't angry any more							.26	.181
	Agree	14	54	19	30	24	33		
337	Fear of what others would think							.17	.756
	Agree	3	13	7	11	8	11		
338	Came home because finished what wanted to do							.23	.301
	Agree	5	21	14	22	20	26		
339	Came home because missed friends							.23	.343
	Agree	8	36	10	15	9	12		
340	Came home because missed parents							.35	.004
	Agree	14	61	21	33	26	33		

Table B 43 Cont'd.

Var No.	Variable Name	<u>10-13</u>		<u>14-15</u>		<u>16+</u>		<u>C.C.</u>	<u>Sig.</u>
		N	%	N	%	N	%		
341	Came home because police caught me							.13	.945
	Agree	8	36	24	38	23	31		
342	Came home because agency persuaded me to							.30	.048
	Agree	0	0	9	14	17	23		
343	Came home because missed school							.16	.666
	Agree	2	9	1	2	3	4		

Table B 44

Tabulation of Runaway Episode (Parent-Reported)  
for Number of Episodes

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
152	Number of Episodes							.24
	1	28	44	44	49	72	47	Sig.
	2-3	26	40	30	33	56	36	
	≥3	10	16	16	18	26	17	
								.658

Table B 45

Tabulation of Runaway Episode (Parent-Reported)  
for Length of Time Gone

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
158	Overnight							.15	.110
	No	15	24	11	13	26	17		
	Yes	48	76	77	87	125	83		
Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
180	Time Away in Days							.39	.513
	0	7	11	4	4	11	7		
	1	11	17	14	15	25	17		
	1-3	20	31	26	29	46	30		
	4-7	12	18	19	21	31	19		
	8-14	6	9	12	14	18	11		
	15-30	6	9	5	6	11	7		
	31-180	3	5	9	8	10	7		
	>180	0	0	3	3	3	2		

Table 3 46 Tabulation of Runaway Episode (Parent-Reported)  
for Which Month Ran

Variable Number	Variable	Male		Female		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
159	Which Month							.35	.031
	January	2	3	12	14	14	9		
	February	1	2	8	9	9	6		
	March	8	13	8	9	16	11		
	April	7	11	6	7	13	8		
	May	4	6	6	7	10	7		
	June	9	14	9	10	18	12		
	July	8	13	3	3	11	7		
	August	7	11	3	3	10	7		
	September	6	10	11	12	17	11		
	October	4	6	14	16	18	12		
	November	4	6	7	8	11	7		
	December	3	5	2	2	5	3		

Table B 47 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
160	First Reaction							
	Waited	18	29	37	44	55	38	
	Called police	23	37	27	32	50	34	.20
	Called friends/relatives	6	10	5	7	11	8	
	Called child's friends	2	14	6	7	8	6	Sig.
	Went out and looked	9	5	7	8	16	11	.314
	Other	3	5	2	2	5	3	

Table B 48 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
161	Reported Youth Missing							.06
	No	23	38	29	33	52	35	Sig.
	Yes	37	62	59	67	96	65	.619

Table B 49 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
162	Signed Warrant for Youth's Arrest							.15
	No	36	66	40	51	76	57	Sig.
	Yes	19	34	39	49	58	43	.127

Table B 50 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
163	Interpreted Incident as Runaway							.01
	No	20	33	29	33	49	33	Sig.
	Yes	41	67	53	67	99	67	.914

Table B 51 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

<u>Var. No.</u>	<u>Variable</u>	<u>Males</u>		<u>Females</u>		<u>All Runners</u>		<u>Cont. Coeff.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
164	Thought Running was Against Law							.15
	No	12	24	30	39	42	33	<u>Sig.</u> .132
	Yes	38	76	48	61	86	67	

Table B 52 Tabulation of Runaway Episode (Parent-Reported)  
for Locating Runaway

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
165	How located?							.04
	Returned on own	22	42	38	46	60	44	<u>Sig.</u>
	Other	31	58	46	54	77	56	.801

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
166	How located?							.30
	Parent	14	33	21	36	35	34	<u>Sig.</u>
	Friend/relative	13	31	10	17	23	23	
	Police	13	31	17	28	30	30	.073
	Runaway house	0	0	1	2	1	1	
	Social service agency	2	5	1	2	3	3	
	Other	0	0	9	15	9	9	

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
170	How far had gone?							.47
	1 mile	2	4	5	7	7	6	<u>Sig.</u>
	1-10 miles	26	52	41	55	67	54	
	11-100 miles	14	28	15	20	29	23	.344
	101-1000 miles	3	6	9	12	12	10	
	1000 miles	5	10	4	6	9	7	

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
171	How returned?							.10
	Voluntarily - on own	21	52	30	42	51	46	<u>Sig.</u>
	Through official agency	5	13	11	16	16	14	
	Other	14	35	30	42	44	40	.582

Table B 53 Tabulation of Runaway Episode (Parent-reported) for Knowledge of Intended Destination

Var No.	Variable Name	Males		Females		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
172	Know of intended destination							
	No	45	73	64	73	109	73	.00
	Yes	17	27	24	27	41	27	<u>Sig.</u>
								.868
173	How far was intended destination							
	< 1 mile	0	0	2	11	2	7	<u>Cont. Coeff.</u>
	1-10 miles	3	38	9	48	12	45	.63
	11-100 miles	1	12	3	15	4	15	
	101-1000 miles	0	0	4	21	4	15	<u>Sig.</u>
	> 1000 miles	4	50	1	5	5	18	.273



Table B 54 Tabulation of Runaway Episode (Parent-reported) for Runaways  
Contact with Juvenile Authorities While Away

No.	Variable Name	Male		Female		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
174	Contact with police							.01
	No	44	72	61	71	105	71	<u>Sig.</u> .979
	Yes	17	28	25	29	42	29	
175	Picked up by police							Cont. <u>Coeff.</u>
	No	30	60	50	63	80	62	.03
	Yes	20	40	29	37	49	38	<u>Sig.</u> .850
176	Arrested							Cont. <u>Coeff.</u>
	No	37	80	55	74	92	77	.07
	Yes	9	20	19	26	28	23	<u>Sig.</u> .584
177	Reason for arrest							Cont. <u>Coeff.</u>
	Runaway	7	87	19	83	26	84	.06
	Other	1	13	4	17	5	16	<u>Sig.</u> .815
178	Have to go to court?							Cont. <u>Coeff.</u>
	No	35	87	47	76	82	80	.14
	Yes	5	13	15	24	20	20	<u>Sig.</u> .231
179	Was a petition filed?							Cont. <u>Coeff.</u>
	No	26	90	40	87	66	88	.04
	Yes	3	10	6	13	9	12	<u>Sig.</u> .988

Table B 59 Tabulation of Runaway Episode (Youth-Reported)  
Number of Episodes

Var. No.	Variable	Males		Females		All Runners		C.C.	Sig.
		N	%	N	%	N	%		
280	Number of Times Gone in Last Year							.25	.748
	1	34	44	30	33	64	37		
	2-3	25	34	43	45	68	40		
	>3	18	22	21	22	39	23		

Table B 56 Tabulation of Runaway Episode (Youth-Reported)  
Which Month Youth Left

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
285	Month Ran							.29	.198
	January	9	12	16	17	25	15		
	February	1	1	6	6	7	4		
	March	1	1	6	6	7	4		
	April	2	3	2	2	4	2		
	May	2	3	3	3	5	3		
	June	8	10	8	8	16	9		
	July	10	14	5	5	15	9		
	August	6	8	5	5	11	7		
	September	5	7	9	9	14	8		
	October	14	19	12	13	26	15		
	November	6	8	17	18	23	14		
	December	10	14	7	8	17	10		

Table B 57 Tabulation of Runaway Episode (Youth-Reported)  
Length of Time Gone

Var. No.	Variable	Males		Females		All Runners		Coeff.	Sig.
		N	%	N	%	N	%		
286	Gone Overnight?							.13	.187
	No	20	33	14	21				
	Yes	41	67	53	79				

Table 58 Tabulation of Runaway Episode (Youth Reported)  
Sleeping Accommodations

Var No.	Variable Name	Male		Female		All Runners	
		N	%	N	%	N	%
287- 293	Where slept						
	With friends	35	47	60	65	95	57
	With relatives	5	7	8	9	13	8
	With strangers	3	4	2	2	5	3
	Runaway house	3	4	5	5	8	5
	Outdoors	10	14	2	2	12	7
	Public facility	6	8	4	4	10	6
	Other	12	16	12	13	24	14

Table B 59 Tabulation Other Youth Involved

Var No.	Variable Name	Male		Female		All Runners		G.C.	Sig.
		N	%	N	%	N	%		
297	With how many brothers or sisters?							.49	.208
	1	3	60	4	80	7	70		
	2-3	2	40	0	0	2	20		
	>3	0	0	1	20	1	10		
298	Sex of brothers/sisters							.58	.060
	Male	4	67	2	40	6	55		
	Female	0	0	3	60	3	27		
	Both	2	33	0	0	2	18		
299	With how many friends?							.38	.240
	1	10	44	23	73	33	60		
	2-3	8	35	6	18	14	25		
	>3	5	21	3	9	8	15		
300	Sex of friends							--	--
	Male	18	69	7	19	25	40		
	Female	3	12	23	64	26	42		
	Both	5	19	5	14	10	16		
	Missing observations	447				1	2		
301	With how many others?							--	--
	1	1	100	1	100	2	100		
	2-3	--	--	--	--	--	--		
	>3	--	--	--	--	--	--		
	Missing observations	499							
302	Sex of others							--	--
	Male	1	50	0	0	1	33		
	Female	1	50	1	100	2	67		
	Both	--	--	--	--	--	--		
	Missing observations	498							
303	How many others total?							.25	.176
	0	36	55	49	57	85	56		
	1	11	17	24	28	35	23		
	2-3	11	17	9	10	20	13		
	>3	7	11	4	5	11	8		

Table B. 60 Tabulation of Runaway Episode (Youth-reported)  
Parents' Reaction to Episode

Var No.	Variable Name	Male		Female		All Runners		C.C.	Sig.
		N	%	N	%	N	%		
304	Reported youth missing							.12	.154
	No	37	47	33	36	70	41		
	Yes	41	53	60	64	101	59		
305	To whom reported?							.07	.733
	Friend	4	11	4	7	8	8		
	Police	33	84	56	93	89	92		
	Other	0	0	0	0	0	0		

Table 8 61. Tabulation of Runaway Episode (Youth-reported)  
Youth's Intent to Run Away

Var No.	Variable Name	Male		Female		All Runners		C.C.	Sig.
		N	%	N	%	N	%		
306	Were you running away?							.09	.299
	No	28	36	27	28	55	32		
	Yes	49	64	70	72	119	68		
312	Episode planned or sudden?							.04	.734
	Planned	25	34	28	30	53	32		
	Sudden	49	66	65	70	114	68		

Table B 62 . Tabulation of Runaway Episode, (Youth-Reported)  
Factor Leading to Running

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
316	Something at home made you leave?	N	%	N	%	N	%	.23
	No	44	59	42	43	86	50	
	Yes	30	56	56	57	86	50	Sig.
	If yes, long term or immediate problem?	N	%	N	%	N	%	.088
	Long term	18	60	34	61	52	60	
	Immediate	9	30	17	30	26	30	
	Missing data	3	10	5	9	8	10	

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
317	Argument with parent?	N	%	N	%	N	%	.23
	No	42	57	41	43	83	50	
	Yes	31	43	53	57	84	50	Sig.
	If yes, long term or immediate problem?	N	%	N	%	N	%	.179
	Long term	15	48	35	66	50	60	
	Immediate	9	29	11	21	20	24	
	Missing data	7	23	7	13	14	16	

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
318	Something at school?	N	%	N	%	N	%	.19
	No	66	87	81	84	147	86	
	Yes	10	13	15	16	25	14	Sig.
	If yes, long term or immediate problem?	N	%	N	%	N	%	.381
	Long term	8	80	8	53	16	64	
	Immediate	1	10	4	27	5	20	
	Missing data	1	10	3	20	4	16	



Table B 62 Continued

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
319	Something with police?	N	%	N	%	N	%	.22
	No	66	87	89	94	155	91	
	Yes	10	13	6	6	16	9	<u>Sig.</u>
	If yes, long term or immediate problem?	N	%	N	%	N	%	.040
	Long term	0	0	3	50	3	19	
	Immediate	8	80	2	33	10	62	
	Missing data	2	20	1	17	3	19	

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
320	Something with friends?	N	%	N	%	N	%	.11
	No	63	83	86	89	149	86	
	Yes	13	17	11	11	24	14	<u>Sig.</u>
	If yes, long term or immediate problem?	N	%	N	%	N	%	.734
	Long term	4	31	5	46	9	37	
	Immediate	7	54	4	36	11	46	
	Missing data	2	15	2	18	4	17	

Var. No.	Variable	Males		Females		All Runners		Cont. Coeff.
321	Personal things bothering you?	N	%	N	%	N	%	.21
	No	48	63	52	55	100	59	
	Yes	28	37	42	45	70	41	<u>Sig.</u>
	If yes, long term or immediate problem?	N	%	N	%	N	%	.151
	Long term	16	57	31	74	47	67	
	Immediate	7	25	7	17	14	20	
	Missing data	5	18	4	9	9	13	

Table B 63 Tabulation of Runaway Episode (Youth-Reported)  
Mode of Return

Var. No.	Variable	Males		Females		All Runners	
		N	%	N	%	N	%
322	Located by others or home on own?						
	Self	41	55	45	49	86	52
	Other	34	45	47	51	81	48

Var. No.	Variable	Males		Females		All Runners	
		N	%	N	%	N	%
323	How located?						
	Parents	9	26	9	18	18	21
	Friends/relatives	6	17	7	14	13	15
	Police	19	54	30	58	49	57
	Runaway house	0	0	0	0	0	0
	Parents' social service agency	0	0	2	4	2	2
	Other	1	3	3	6	4	5

Table B 64 Tabulation of Runaway Episode (Youth-Reported)  
Distance Ran

Var. No.	Variable	Males		Females		All Runners	
		N	%	N	%	N	%
328	How far had you gone?						
	1 mile	9	14	8	10	17	12
	1-10 miles	28	43	34	40	42	34
	11-100 miles	13	20	28	33	42	34
	101-1000 miles	10	15	8	10	18	12
	1000 miles	5	8	6	7	11	8

Table B 65      Tabulation of Runaway Episode (Parent-Reported)  
for Number of Episodes

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
152	Number of Episodes					.26	.501
	1	13	43	59	48		
	2-3	9	30	46	37		
	≥3	8	27	18	15		

Table B 66      Tabulation of Runaway Episode (Parent-Reported)  
for Length of Time Gone

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
158	Overnight					.13	.171
	No	2	7	23	19		
	Yes	28	93	97	81		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
180	Time Away in Days					.39	.506
	0	2	7	9	7		
	<1	3	10	21	17		
	1-3	7	22	39	32		
	4-7	8	25	23	19		
	8-14	4	13	14	11		
	15-30	5	16	6	5		
	31-180	2	7	8	7		
	>180	0	0	3	2		

Table B 67. Tabulation of Runaway Episode (Parent-Reported)  
for Which Month Ran

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>	<u>Sig.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
159	Month Ran					.24	.614
	January	4	14	10	9		
	February	0	0	9	7		
	March	2	7	14	12		
	April	4	14	9	7		
	May	1	3	9	7		
	June	4	13	14	12		
	July	4	13	7	6		
	August	1	3	9	7		
	September	4	13	12	10		
	October	2	7	16	13		
	November	3	10	8	7		
	December	1	3	4	3		

Table B 68 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
160	First Reaction					.23	.147
	Waited	8	28	47	41		
	Called police	10	36	40	35		
	Called friends/relatives	5	18	5	4		
	Called child's friends	2	7	6	5		
	Went out and looked	3	11	13	11		
	Other	0	0	5	4		

Table B 69 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
161	Reported Youth Missing					.11	.265
	No	7	24	44	37		
	Yes	22	76	74	63		

Table B 70 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
162	Signed Warrant for Youth's Arrest					.16	.107
	No	10	40	65	60		
	Yes	15	60	43	40		

Table B 71 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
163	Interpreted Incident as Runaway					.10	.316
	No	7	23	41	55		
	Yes	23	77	76	65		

Table B 72 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
164	Thought Running was Against Law					.12	.263
	No	6	22	36	36		
	Yes	21	78	64	64		

Table 8 73 Tabulation of Runaway Episode (Parent-Reported)  
for Locating Runaway

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
165	How Located					.11	.257
	Returned on own	9	32	50	46		
	Other	19	68	58	54		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
166	How Located					.09	.979
	Parent	8	35	26	34		
	Friend/relative	6	26	17	22		
	Police	6	26	24	31		
	Runaway house	0	0	1	1		
	Social service agency	1	4	2	3		
	Other	2	9	7	9		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
170	How Far had Gone					.43	.646
	<1 mile	1	4	6	6		
	1-10 miles	18	66	48	51		
	11-100 miles	6	22	23	24		
	100-1000 miles	1	4	12	11		
	>1000 miles	1	4	8	8		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
171	How Returned					.16	.238
	Voluntarily - on own	9	35	42	50		
	Through official agency	3	11	13	15		
	Other	14	54	30	35		

Table B 74 Tabulation of Runaway Episode (Parent-reported) for Knowledge of Intended Destination

Var No.	Variable Name	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
172	Know of intended destination						
	No	20	67	88	74		
	Yes	10	33	31	26	.07	.569
173	How far was intended destination						
	<1 mile	1	15	1	5		
	1-10 miles	3	43	9	45		
	11-100 miles	1	14	3	15		
	101-1000 miles	1	14	3	15		
	> 1000 miles	1	14	4	20	.61	.372



Table B 75      Tabulation of Runaway Episode (Parent-reported) for Runaways  
Contact with Juvenile Authorities While Away

Var No.	Variable Name	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
174	Contact with police						
	No	20	69	84	72		
	Yes	9	31	33	28	.02	.943
175	Picked up by police						
	No	17	61	62	62		
	Yes	11	39	38	38	.01	.923
176	Arrested						
	No	18	64	73	80		
	Yes	10	36	18	20	.16	.138
177	Reason for arrest						
	Runaway	9	90	17	81		
	Other	1	10	4	19	.11	.906
178	Have to go to court?						
	No	16	64	66	86		
	Yes	9	36	11	14	.23	.037
179	Was a petition filed?						
	No	13	81	52	90		
	Yes	3	19	6	10	.11	.632

Table B 76 Youth Demographic Variables (Youth-Reported)

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
231	Age	N	%	N	%	.21	.008
	10-13	32	35	112	30		
	14-15	31	34	113	31		
	16+	29	31	144	39		

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
232	Sex	N	%	N	%	.01	.998
	Male	40	44	163	44		
	Female	52	56	206	56		

Table B 77 Tabulation of Runaway Episode (Youth-Reported)  
Number of Episodes

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
280	Number of Times Gone in Last Year	N	%	N	%	.21	.941
	1	12	33	52	39		
	2-3	16	44	51	38		
	>3	8	23	31	23		

Table B 78 Tabulation of Runaway Episode (Youth-Reported)  
Which Month Youth Left

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
285	Month Ran					.20	.781
	January	7	19	18	14		
	February	2	6	5	4		
	March	0	0	7	5		
	April	1	3	3	2		
	May	0	0	5	4		
	June	4	11	12	9		
	July	3	8	12	9		
	August	2	6	9	7		
	September	4	11	9	7		
	October	3	8	23	16		
	November	5	14	18	14		
	December	5	14	12	9		

Table B 79 Tabulation of Runaway Episode (Youth-Reported)  
Length of Time Gone

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
286	Gone Overnight?					.16	.103
	No	3	12	30	30		
	Yes	23	88	71	70		

Table B 80. Tabulation of Runaway Episode (Youth-Reported)  
Sleeping Accommodations

<u>Var. No.</u>	<u>Variable 221</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>	<u>Sig.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
287-293	Where Slept						
	With friends	25	65	70	54		
	relatives	4	11	9	7		
	strangers	2	5	3	2		
	Runaway house	0	0	8	6		
	Outdoors	1	3	11	9		
	Public facility	2	5	8	6		
	Other	4	11	20	16		

Table B 81 Tabulation of Runaway Episode (Youth-Reported)  
Other Youth Involved in Incident

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>	<u>Sig.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
294	Left with others or alone?						
	Alone	19	51	69	48		
	Not alone	18	49	72	52		

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>	<u>Sig.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
295	With how many relatives?					.61	.302
	0	0	0	2	50		
	1	100	1	25			
	2-3	0	0	1	25		

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>	<u>Sig.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
296	Sex of relatives					.52	.302
	Male	1	100	1	25		
	Female	0	0	1	25		
	Both	0	0	2	50		

Table B 82 Tabulation of Runaway Episode (Youth-Reported)  
Other Youth Involved

Var. No.	Name	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
297	With how many brothers or sisters?					.31	.585
	1	2	100	5	62		
	2-3	0	0	2	25		
	>3	0	0	1	13		
298	Sex of brothers/sisters	N	%	N	%	.28	.632
	Male	1	50	5	56		
	Female	1	50	2	22		
	Both	0	0	2	22		
299	With how many friends?	N	%	N	%	.29	.556
	1	7	54	25	61		
	2-3	4	31	10	24		
	>3	2	15	6	15		
300	Sex of friends	N	%	N	%	.03	.968
	Male	6	43	19	40		
	Female	6	43	20	43		
	Both	2	14	8	17		
301	With how many others?	N	%	N	%	---	---
	1						
	2-3	--	--	2	100		
	>3						
302	Sex of others	N	%	N	%	---	---
	Male	--	--	1	33		
	Female	--	--	2	67		
	Both						
303	How many others total?	N	%	N	%	.14	.903
	0	19	57	66	57		
	1	7	21	28	24		
	2-3	5	14	15	13		
	>3	3	8	7	6		

Table B 83 Tabulation of Runaway Episode (Youth-Reported)  
Parents' Reaction to Episode

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
304	Reported youth missing?					.12	.183
	No	11	30	58	44		
	Yes	26	70	75	56		

Var. No.	Name	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
305	To whom reported?					.16	.225
	Friend	4	16	4	6		
	Police	21	84	68	94		
	Other	0	0	0	0		

Table B 84 Tabulation of Runaway Episode (Youth-Reported)  
Youth's Intent to Run Away

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
306	Were you running away?					.04	.704
	No	10	28	45	33		
	Yes	26	72	92	67		

Var. No.	Name	Non-Anglo		Anglo		Cont. Coeff.	Sig.
		N	%	N	%		
312	Episode planned or sudden?					.07	.494
	Planned	9	26	44	34		
	Sudden	26	74	87	66		

Table B 85 Tabulation of Runaway Episode (Youth-Reported)  
Factor Leading to Running

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.
316	Something at home made you leave?	N	%	N	%	.15
	No	21	58	65	48	Sig.
	Yes	15	42	70	52	
	If yes, long term or immediate problem?					.549
	Long term	10	67	42	60	
	Immediate	3	20	22	31	
	Missing data	2	13	6	9	

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.
317	Argument with parent?	N	%	N	%	.15
	No	20	56	63	49	Sig.
	Yes	16	44	67	51	
	If yes, long term or immediate problem?					.703
	Long term	11	69	39	58	
	Immediate	4	25	15	22	
	Missing data	1	6	13	20	

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.
318	Something at school?	N	%	N	%	.15
	No	32	89	114	84	Sig.
	Yes	4	11	21	16	
	If yes, long term or immediate problem?					.249
	Long term	2	50	14	67	
	Immediate	0	0	5	24	
	Missing data	2	50	2	9	

Table B 85 Continued

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>
319	Something with police?	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	.08
	No	33	92	121	90	<u>Sig.</u>
	Yes	3	8	13	10	
	If yes, long term or immediate problem?					.781
	Long term	0	0	3	23	
	Immediate	2	67	8	62	
	Missing data	1	33	2	15	

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>
320	Something with friends?	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	.19
	No	33	92	115	85	<u>Sig.</u>
	Yes	3	8	21	15	
	If yes, long term or immediate problem?					.181
	Long term	1	33	8	38	
	Immediate	0	0	11	52	
	Missing data	2	67	2	10	

<u>Var. No.</u>	<u>Variable</u>	<u>Non-Anglo</u>		<u>Anglo</u>		<u>Cont. Coeff.</u>
321	Personal things bothering you?	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	.22
	No	27	77	72	54	<u>Sig.</u>
	Yes	8	23	62	46	
	If yes, long term or immediate problem?					.133
	Long term	7	88	40	65	
	Immediate	0	0	14	22	
	Missing data	1	12	8	13	



Table B 86 Tabulation of Runaway Episode (Youth-Reported)  
Mode of Return

Var. No.	Variable	Non-Anglo		Anglo	
		N	%	N	%
322	Located by others or home on own?				
	Self	14	40	71	54
	Other	21	60	60	46

Var. No.	Variable	Non-Anglo		Anglo	
		N	%	N	%
323	How Located?				
	Parents	4	18	14	22
	Friends/relatives	4	18	9	14
	Police	13	59	36	56
	Runaway house	0	0	0	0
	Parents' social service agency	1	5	1	2
	Other	0	0	4	6

Table B 87 Tabulation of Runaway Episode (Youth-Reported)  
Distance Ran

Var. No.	Variable	Non-Anglo		Anglo	
		N	%	N	%
328	How Far had you Gone?				
	≤1 mile	4	12	13	11
	1-10 miles	18	55	43	37
	11-100 miles	6	18	35	34
	101-1000 miles	2	6	16	14
	>1000 miles	3	9	8	7

Table B 88 Tabulation of Runaway Episode (Youth-Reported)  
Mode of Travel

Var. No.	Variable	Non-Anglo		Anglo		All Runners		Cont. Coeff.
		N	%	N	%	N	%	
329	How did you get there?							.17
	Plane	0	0	1	7	1	1	Sig. .408
	Bus	4	11	11	8	15	8	
	Train	0	0	0	0	0	0	
	Hitchhiking	4	11	35	26	39	23	
	Had a ride	9	25	34	25	43	25	
	Walked	13	36	44	32	57	33	
	Other	6	17	12	9	18	10	

TABLE B 89 TABULATION OF RUNAWAY EPISODE (YOUTH-REPORTED)  
REASONS FOR RETURN

Var. No.	Variable	Non-Anglo		Anglo		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
330	Came home because afraid parents worried AGREE	14	41	41	21	55	33	.16	.346
331	Came home because afraid of getting into trouble AGREE	10	30	32	25	42	26	.11	.759
332	Too hard trying to make it on own AGREE	15	45	38	30	53	33	.17	.290
333	Afraid AGREE	8	24	27	21	35	21	.16	.388
334	No place to go AGREE	1	3	32	25	33	21	.25	.037
335	Ran out of money AGREE	12	36	33	26	45	28	.15	.473
336	Wasn't angry anymore AGREE	14	42	42	34	56	36	.15	.483
337	Fear of what others would think AGREE	4	12	21	11	25	15	.17	.210
338	Came home because finished what wanted to do AGREE	7	21	32	24	39	24	.14	.552
339	Came home because missed friends AGREE	6	18	21	17	27	17	.18	.264
340	Came home because missed parents AGREE	15	46	46	36	61	38	.15	.442

TABLE B 89 CONTINUED

Var. No.	Variable	Non-Anglo		Anglo		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
341	Came home because police caught me AGREE	15	45	40	32	55	35	.16	.349
342	Came home because agency persuaded me to AGREE	2	6	24	19	26	16	.20	.143
343	Came home because missed school AGREE	2	6	20	16	22	14	.19	.111

Table B 90 Tabulation of Runaway Episode (Youth-Reported)  
Experiences While Running

Var. No.	Variable	Non-Anglo		Anglo		Cont. Coeff.	Sig.
344	Return home voluntarily?	N	%	N	%	.13	.158
	No	16	49	43	33		
	Yes	17	51	86	67		
345	Any contact with police while gone?	N	%	N	%	.002	.866
	No	22	63	82	63		
	Yes	13	37	49	37		
346	Picked up by police?	N	%	N	%	.19	.028
	No	14	42	81	65		
	Yes	19	58	43	35		
347	Arrested?	N	%	N	%	.06	.678
	No	18	64	63	71		
	Yes	10	36	26	29		
348	Have to go to court?	N	%	N	%	.07	.613
	No	17	71	69	78		
	Yes	7	29	19	22		
349	Experiences good or bad while gone?	N	%	N	%	.10	.811
	Very bad	2	7	8	7		
	Bad	1	4	10	8		
	Neither good nor bad	10	36	32	27		
	Good	8	28	41	34		
	Very good	7	25	28	24		
350	Might leave again?	N	%	N	%	.09	.351
	No	20	69	70	57		
	Yes	9	31	52	43		
351	How likely leave again?	N	%	N	%	.14	.492
	Very likely	5	15	24	19		
	Somewhat likely	5	15	27	21		
	Neither likely nor unlikely	4	12	14	11		
	Not very likely	9	26	18	14		
	Not likely at all	11	32	46	35		

Table B 91      Tabulation of Runaway Episode (Parent-Reported)  
for Number of Episodes

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
152	Number of Episodes							.43
	1	25	59	24	49	14	30	<u>Sig.</u>
	2-3	15	36	18	37	18	39	
	>3	2	5	7	14	14	31	
								.055

Table B 92      Tabulation of Runaway Episode (Parent-Reported)  
for Length of Time Gone

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
158	Overnight							.11	.439
	No	5	12	6	12	9	21		
	Yes	37	88	43	88	35	79		

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
180	Time Away in Days							.52	.683
	0	3	7	2	4	3	7		
	<1	6	14	6	12	6	13		
	1-3	16	36	16	33	19	34		
	4-7	8	18	11	23	11	24		
	8-14	5	11	6	12	5	11		
	15-30	3	7	2	4	1	2		
	31-180	1	2	5	10	4	9		
	>180	2	5	1	2	0	0		

Table 3 93 Tabulation of Runaway Episode (Parent-Reported)  
for Which Month Ran

<u>Var. No.</u>	<u>Variable</u>	<u>Class I</u>		<u>Class II</u>		<u>Class III</u>		<u>Cont. Coeff.</u>	<u>Sig.</u>
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
159	Month Ran							.41	.198
	January	5	12	1	2	4	9		
	February	2	5	4	8	4	9		
	March	2	5	8	17	4	9		
	April	6	14	2	4	4	9		
	May	2	5	5	10	1	2		
	June	4	9	9	19	0	0		
	July	4	9	3	6	7	16		
	August	5	12	4	8	4	9		
	September	2	5	5	10	6	13		
	October	7	17	4	8	5	11		
	November	2	5	3	6	5	11		
	December	1	2	1	2	1	2		

Table B 94 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
160	First Reaction							.25
	Waited	11	26	22	48	12	27	Sig. .536
	Called police	17	42	13	28	18	40	
	Called friends/relatives	3	7	1	2	3	7	
	Called child's friends	5	13	3	7	4	9	
	Went out and looked	8	8	3	11	7	15	
	Other	1	3	2	4	1	2	

Table B 95 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
161	Reported Youth Missing							.19
	No	17	42	12	26	16	36	Sig. .237
	Yes	23	58	35	74	28	64	

Table B 96 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
162	Signed Warrant for Youth's Arrest							.03
	No	22	61	27	59	22	58	Sig. .958
	Yes	14	39	19	41	16	42	



Table B 97 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

<u>Var. No.</u>	<u>Variable</u>	<u>Class I</u>		<u>Class II</u>		<u>Class III</u>		<u>Cont. Coeff.</u>
163	Interpreted Incident as Runaway	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	.04
	No	14	34	16	33	16	37	<u>Sig.</u>
	Yes	27	66	32	67	27	63	.922

Table B 98 Tabulation of Runaway Episode (Parent-Reported)  
for Parents' First Reaction

<u>Var. No.</u>	<u>Variable</u>	<u>Class I</u>		<u>Class II</u>		<u>Class III</u>		<u>Cont. Coeff.</u>
164	Thought Running was Against Law	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	.06
	No	13	38	15	36	12	31	<u>Sig.</u>
	Yes	21	62	27	64	27	69	.790

Table B 99 Tabulation of Runaway Episode (Parent-Reported)  
for Locating Runaway

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
165	How Located							.02
	Returned on own	19	50	22	48	17	47	<u>Sig.</u>
	Other	19	50	24	52	19	53	.968

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
166	How Located							.37
	Parent	7	26	7	23	15	48	<u>Sig.</u>
	Friend/relative	7	26	6	20	7	23	
	Police	7	26	14	47	5	16	.180
	Runaway house	0	0	1	3	0	0	
	Social service agency	2	7	0	0	1	3	
	Other	4	15	2	7	3	10	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
170	How Far had Gone							.62
	<1 mile	1	3	2	5	5	15	<u>Sig.</u>
	1-10 miles	21	66	15	37	17	47	
	11-100 miles	3	9	17	41	8	23	.468
	100-1000 miles	5	16	4	9	3	9	
	>1000 miles	2	6	3	8	2	6	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
171	How Returned							.09
	Voluntarily - on own	15	50	15	43	15	47	<u>Sig.</u>
	Through official agency	6	20	7	20	5	16	
	Other	9	30	13	37	12	37	.949

Table B, 100 Tabulation of Runaway Episode (parent-reported) for Knowledge of Intended Destination

Var No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
172	Know of intended destination								
	No	31	76	34	69	32	74		
	Yes	10	24	15	31	11	26	.06	.775
173	How far was intended destination								
	<1 mile	0	0	1	8	1	14		
	1-10 miles	5	100	3	25	3	43		
	11-100 miles	0	0	3	25	1	14		
	101-1000 miles	0	0	2	17	0	0		
	>1000 miles	0	0	3	25	2	29	.72	.509

Table B 101 Tabulation of Runaway Episode (Parent-reported) for Runaways  
Contact with Juvenile Authorities While Away

Var No.	Variable Name	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
174	Contact with police								
	No	27	68	32	68	34	77		
	Yes	13	32	15	32	10	23	.10	.529
175	Picked up by police								
	No	19	56	20	50	27	75		
	Yes	15	44	20	50	9	25	.21	.071
176	Arrested								
	No	25	76	25	71	29	88		
	Yes	8	24	10	29	4	12	.17	.238
177	Reason for arrest								
	Runaway	6	86	11	79	4	80		
	Other	1	14	3	21	1	20	.08	.925
178	Have to go to court								
	No	22	85	30	86	20	74		
	Yes	4	15	5	14	7	26	.13	.453
179	Was a petition filed								
	No	16	84	24	96	18	86		
	Yes	3	16	1	4	3	14	.17	.375

Table B 102 Youth Demographic Variables (Youth-Reported)

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
231	Age	N	%	N	%	N	%	.19
	10-13	37	29	37	28	51	39	<u>Sig.</u>
	14-15	41	32	40	30	37	27	
	16+	53	39	56	42	48	34	
								.574

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
232	Sex	N	%	N	%	N	%	.05
	Male	64	49	60	45	58	43	<u>Sig.</u>
	Female	67	51	73	55	78	57	
								.592

Table B 103 Sibling Runaway (Youth-Reported)

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
234	Siblings Gone Without Per- mission in Last Year	N	%	N	%	N	%	.16
	No	97	90	83	76	82	77	<u>Sig.</u>
	Yes	11	10	26	24	25	23	
								.015

Table B 104 Tabulation of Runaway Episode (Youth-Reported)  
Number of Episodes

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
280	Number of Times Gone in Last Year	N	%	N	%	N	%	.39
	1	18	43	18	40	18	35	<u>Sig.</u>
	2-3	16	38	19	41	20	39	
	>3	8	19	9	19	13	26	
								.600

Table B 105 Tabulation of Runaway Episode (Youth-Reported)  
Which Month Youth Left

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
285	Month Ran							.37	.412
	January	9	21	3	7	5	10		
	February	1	2	2	4	3	6		
	March	2	5	3	7	2	4		
	April	0	0	1	2	1	2		
	May	1	2	3	7	1	2		
	June	5	11	6	13	2	4		
	July	6	13	2	4	4	8		
	August	4	9	5	11	2	4		
	September	3	7	2	4	6	12		
	October	9	21	6	13	9	18		
	November	13	7	6	13	9	18		
	December	1	2	7	15	6	12		

Table B 106 Tabulation of Runaway Episode (Youth-Reported)  
Length of Time Gone

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
286	Gone Overnight?							.17	.224
	No	9	28	6	17	13	35		
	Yes	23	72	29	83	24	65		

Table B 107 Tabulation of Runaway Episode (Youth-Reported)  
Sleeping Accomodations

Var. No.	Variable	Class I		Class II		Class III	
		N	%	N	%	N	%
287-293	Where Slept						
	With friends	24	56	25	50	30	67
	relatives	1	2	3	6	2	4
	strangers	1	2	2	4	2	5
	Runaway house	1	2	6	12	1	2
	Outdoors	5	12	4	8	2	5
	Public facility	3	7	4	8	2	4
	Other	3	19	6	12	6	13

Table B 108 Tabulation of Runway Episode (Youth-Reported)  
Other Youth Involved in Incident

Var. No.	Variable	Class I		Class II		Class III	
		N	%	N	%	N	%
294	Left with others or alone?						
	Alone	24	52	26	53	22	42
	Not alone	22	48	23	47	30	58

Var. No.	Variable	Class I		Class II		Class III	
		N	%	N	%	N	%
295	With how many relatives?						
	1	1	50	1	50	0	0
	2-3	1	50	1	50	0	0
	>3	0	0	0	0	0	0

Var. No.	Variable	Class I		Class II		Class III	
		N	%	N	%	N	%
296	Sex of relatives						
	Male	0	100	0	0	0	0
	Female	0	0	1	50	0	0
	Both	0	0	1	50	0	0

Table B 109 Tabulation of Runaway Episode (Youth-Reported)  
Other Youth Involved

Var. No.	Name	Class I		Class II		Class III		Cont. Coeff.
297	With how many brothers or sisters?	N	%	N	%	N	%	.76
	1	0	0	1	50	2	100	<u>Sig.</u>
	2-3	0	0	1	50	0	0	.155
	>3	1	100	0	0	0	0	
298	Sex of brothers/sisters	N	%	N	%	N	%	.65
	Male	0	0	1	50	1	50	
	Female	1	100	0	0	1	50	<u>Sig.</u>
	Both	0	0	1	50	0	0	.441
299	With how many friends?	N	%	N	%	N	%	.43
	1	8	73	6	40	15	65	
	2-3	2	18	6	40	5	22	<u>Sig.</u>
	>3	1	9	3	20	3	13	.687
300	Sex of friends	N	%	N	%	N	%	---
	Male	6	46	7	47	10	39	
	Female	5	39	4	27	12	46	<u>Sig.</u>
	Both	2	15	4	26	3	12	---
301	With how many others	N	%	N	%	N	%	---
	1	1	100	1	100			
	2-3							<u>Sig.</u>
	>3							---
302	Sex of others	N	%	N	%	N	%	---
	Male	1	50	0	0			
	Female	1	50	1	100			<u>Sig.</u>
	Both							---
303	How many others total?	N	%	N	%	N	%	.32
	0	25	68	23	53	21	48	
	1	9	24	9	21	13	29	<u>Sig.</u>
	2-3	1	3	8	19	6	14	.422
	>3	2	5	3	7	4	9	



Table B 110 Tabulation of Runaway Episode (Youth-Reported)  
Parents' Reaction to Episode

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
304	Reported youth missing?							.15	.456
	No	23	52	18	39	23	45		
	Yes	21	48	28	61	28	55		

Var. No.	Name	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
305	To whom reported?							.12	.551
	Friend	2	10	3	12	1	4		
	Police	18	90	23	88	26	96		
	Other	0	0	0	0	0	0		

Table B 111 Tabulation of Runaway Episode (Youth-Reported)  
Youth's Intent to Run Away

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
306	Were you running away?							.14	.235
	No	18	41	12	25	19	37		
	Yes	26	59	36	75	32	63		

Var. No.	Name	Class I		Class II		Class III		Cont. Coeff.	Sig.
		N	%	N	%	N	%		
312	Episode planned or sudden?							.18	.096
	Planned	16	37	19	41	10	21		
	Sudden	27	63	27	59	37	79		

Table B 112 Tabulation of Runaway Episode (Youth-Reported)  
Factor Leading to Running

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
316	Something at home made you leave?							.23
	No	24	55	23	46	25	51	<u>Sig.</u>
	Yes	20	45	27	54	24	49	
								.770
	If yes, long term or immediate problem?							
	Long term	15	75	14	52	14	58	
	Immediate	4	20	10	37	8	33	
	Missing data	1	5	3	11	2	9	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
317	Argument with parent?							---
	No	23	54	23	50	25	53	<u>Sig.</u>
	Yes	20	46	23	50	22	47	
								---
	If yes, long term or immediate problem?							
	Long term	12	60	14	61	15	69	
	Immediate	5	25	2	9	5	24	
	Missing data	3	15	7	30	2	7	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
318	Something at school?							.20
	No	36	82	41	87	42	86	<u>Sig.</u>
	Yes	8	18	6	13	7	14	
								.465
	If yes, long term or immediate problem?							
	Long term	7	88	4	66	3	43	
	Immediate	1	12	1	17	1	14	
	Missing data	0	0	1	17	3	43	

Table B.112 Continued

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
319	Something with police?							.20
	No	40	95	40	83	46	94	<u>Sig.</u>
	Yes	2	5	8	17	3	6	.432
	If yes, long term or immediate problem?							
	Long term	1	50	2	25	0	0	
	Immediate	1	50	4	50	2	67	
	Missing data	0	0	2	25	1	33	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
320	Something with friends?							.23
	No	38	86	38	78	45	92	<u>Sig.</u>
	Yes	6	14	11	22	4	8	.655
	If yes, long term or immediate problem?							
	Long term	2	33	4	36	1	25	
	Immediate	3	50	6	55	2	50	
	Missing data	1	17	1	9	1	25	

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.
		N	%	N	%	N	%	
321	Personal things bothering you?							---
	No	22	51	26	54	32	65	<u>Sig.</u>
	Yes	21	49	21	43	17	35	---
	If yes, long term or immediate problem?							
	Long term	14	67	15	71	11	65	
	Immediate	4	19	5	24	4	23	
	Missing data	3	14	1	5	2	12	

Table 3 115 Tabulation of Runaway Episode (Youth-Reported)  
Mode of Travel

Var. No.	Variable	Class I		Class II		Class III		All Runners		Cont. Coeff.
		N	%	N	%	N	%	N	%	
329	How did you get there?									.24
	Plane	0	0	0	0	0	0	0	0	
	Bus	4	9	5	10	5	10	14	10	Sig.
	Train	0	0	0	0	0	0	0	0	
	Hitchhiking	9	21	12	25	11	22	32	23	.375
	Had a ride	14	32	12	25	9	18	35	25	
	Walked	15	34	12	25	21	43	48	33	
	Other	2	5	8	16	3	6	13	9	

Table B 113 Tabulation of Runaway Episode (Youth-reported)  
Mode of Return

Var No.	Variable Name	Class I		Class II		Class III		C.C.	Sig.
		N	%	N	%	N	%		
322	Located by others or home on own?							.08	.625
	Self	23	53	30	62	25	54		
	Other	20	47	18	38	21	46		
323	How located?							.27	.780
	Parents	5	25	2	10	3	14		
	Friends/relatives	3	15	3	14	4	19		
	Police	11	55	13	61	13	62		
	Runaway house	0	0	0	0	0	0		
	Social service agency	0	0	1	5	1	5		
	Other	1	5	2	10	0	0		

Table B 114 Tabulation of Runaway Episode (Youth-reported)  
Distance Ran

Var No.	Variable Name	Class I		Class II		Class III		C.C.	Sig.
		N	%	N	%	N	%		
328	How far had you gone?							.66	.150
	< 1 miles	5	12	2	5	8	21		
	1-10 miles	20	49	11	26	14	37		
	11-100 miles	10	22	15	37	13	29		
	101-1000 miles	4	12	8	17	4	10		
	> 1000 miles	2	5	7	15	1	3		

TABLE B 116 TABULATION OF RUNAWAY EPISODE (YOUTH-REPORTED)  
REASONS FOR RETURN

Var. No.	Variable	Class I		Class II		Class III		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%	N	%		
330	Came home because afraid parents worried AGREE	10	24	15	31	22	48	47	35	.27	.218
331	Came home because afraid of getting into trouble AGREE	13	32	9	19	11	24	33	25	.22	.528
332	Too hard trying to make it on own AGREE	15	38	14	30	17	38	46	36	.22	.580
333	Afraid AGREE	4	10	12	25	12	25	28	21	.24	.392
334	No place to go AGREE	10	26	12	25	9	20	31	24	.26	.283
335	Ran out of money AGREE	13	36	8	17	15	33	36	25	.30	.211
336	Wasn't angry anymore AGREE	9	23	13	28	21	48	43	33	.25	.396
337	Fear of what others would think AGREE	2	5	5	11	6	13	13	10	.22	.532
338	Came home because finished what wanted to do AGREE	11	27	15	32	11	24	37	28	.28	.154
339	Came home because missed friends AGREE	3	7	8	17	9	20	20	15	.28	.182
340	Came home because missed parents AGREE	11	28	17	36	21	26	49	37	.35	.019

TABLE B 116 CONTINUED

Var. No.	Variable	Class I		Class II		Class III		All Runners		Cont. Coeff.	Sig.
		N	%	N	%	N	%	N	%		
341	Came home because police caught me AGREE	12	31	13	28	17	38	42	32	.23	.449
342	Came home because agency persuaded me to AGREE	7	18	9	20	9	20	25	19	.20	.732
343	Came home because missed school AGREE	2	5	9	19	5	11	16	12	.22	.374

Table B 117 Tabulation of Runaway Episode (Youth-Reported)  
Experiences While Running

Var. No.	Variable	Class I		Class II		Class III		Cont. Coeff.	Sig.
344	Return home voluntarily?	N	%	N	%	N	%	.06	.803
	No	15	37	14	30	14	31		
	Yes	26	63	32	70	31	69		
345	Any contact with police while gone?	N	%	N	%	N	%	.10	.491
	No	24	57	31	67	32	68		
	Yes	18	43	15	33	15	32		
346	Picked up by police?	N	%	N	%	N	%	.07	.756
	No	28	68	27	64	28	61		
	Yes	13	32	15	36	17	39		
347	Arrested?	N	%	N	%	N	%	.08	.778
	No	20	74	18	69	23	66		
	Yes	7	26	8	31	12	34		
348	Have to go to court?	N	%	N	%	N	%	.16	.313
	No	25	89	25	83	23	74		
	Yes	3	11	5	17	8	26		
349	Experiences good or bad while gone?	N	%	N	%	N	%	.23	.530
	Very bad	2	6	4	9	3	7		
	Bad	4	11	0	0	4	9		
	Neither good nor bad	7	20	13	30	14	32		
	Good	13	37	17	38	12	27		
	Very good	9	26	10	23	11	25		
350	Might leave again?	N	%	N	%	N	%	.12	.423
	No	18	49	27	63	26	59		
	Yes	19	51	16	37	18	41		
351	How likely leave again?	N	%	N	%	N	%	.21	.602
	Very likely	5	12	9	19	9	19		
	Somewhat likely	12	30	12	25	5	11		
	Neither likely nor unlikely	5	12	6	12	6	13		
	Not very likely	7	18	7	15	8	17		
	Not likely at all	11	28	14	29	19	40		



## APPENDIX C

Information  
for the Behavioral  
Classification of Episodes

Table C1 Demographic Characteristics of Episodic Typology

<u>Age</u>	<u>Age</u>					<u>All Runners</u>
	<u>Type 1</u>	<u>Type 2</u>	<u>Type 3</u>	<u>Type 4</u>	<u>Type 5</u>	
	%	%	%	%	%	%
	N = 65	N = 7	N = 29	N = 57	N = 7	
10-13	12.5	-	7.1	13.5	28.6	12.1
14-15	37.5	-	32.1	46.2	57.1	38.9
16 +	50.0	100.0	60.7	40.4	14.3	49.0
Missing data	-	-	-	-	-	-
<u>Ethnicity</u>						
Non-Anglo	28.6	16.7	17.9	17.3	28.6	22.4
Anglo	71.4	83.3	82.1	82.7	71.4	77.6
Missing data	-	-	-	-	-	-
<u>Sex</u>						
Male	47.0	33.3	53.6	28.8	42.9	41.8
Female	50.8	66.7	46.4	71.2	57.1	57.6
Missing data	1.5	-	-	-	-	.6

Table C 2 Where Runaway Planned to Go

	<u>Type 1</u>	<u>Type 2</u>	<u>Type 3</u>	<u>Type 4</u>	<u>Type 5</u>	<u>All Runners</u>
	%	%	%	%	%	%
<u>Friend's House</u>						
No	33.8	50.0	42.9	42.3	42.9	39.2
Yes	56.9	50.0	57.1	51.9	57.1	55.1
Missing data	9.2	-	-	5.8	-	5.7
<u>Relative</u>						
No	83.1	83.3	85.7	80.8	85.7	82.9
Yes	7.7	16.7	14.5	13.5	14.3	11.4
Missing data	9.2	-	-	5.8	-	5.7
<u>Fun &amp; Exotic Places</u>						
No	70.8	50.0	64.3	75.0	85.7	70.9
Yes	20.0	50.0	35.7	14.2	14.3	23.4
Missing data	9.2	-	-	5.8	-	5.7

Table C 3 Did Runaway Reach Intended Destination?

	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runners %
<u>Reached Intended Destination</u>						
No	6.2	16.7	21.4	15.4	28.6	13.3
Yes	83.1	83.3	78.6	78.8	71.4	80.4
Missing data	10.8	-	-	5.8	-	6.3
<u>Arrested</u>						
No	6.2	-	17.9	13.5	28.6	11.4
Yes	-	16.7	3.6	3.8	-	2.5
Missing data	93.8	83.3	78.6	82.7	71.4	86.1
<u>Lacked Resources</u>						
No	6.2	16.7	17.9	15.4	28.6	12.7
Yes	-	-	3.5	1.9	-	1.3
Missing data	93.8	83.3	78.6	82.7	71.4	83.1
<u>Just Inaccessible</u>						
No	4.6	16.7	21.4	15.4	14.3	12.0
Yes	1.6	-	-	1.9	14.3	1.9
Missing data	93.8	83.3	78.6	82.7	71.4	83.1
<u>Changed Mind</u>						
No	1.6	16.7	7.1	7.7	14.3	5.7
Yes	4.6	-	14.3	9.6	14.3	8.2
Missing data	93.8	83.3	78.6	82.7	71.4	86.1

Table C 4 Kinds of Good Experiences Noted by Runaways

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
<u>Good Social Experiences</u>						
No	53.8	-	35.7	55.8	71.4	50.0
Yes	32.3	100.0	57.1	35.4	28.6	40.5
Missing data	13.8	-	7.1	7.7	-	9.5
<u>Good Personal/ Psychological Experiences</u>						
No	70.8	83.3	57.9	71.2	85.7	71.5
Yes	15.4	15.7	25.0	21.2	14.3	19.0
Missing data	13.8	-	7.1	7.7	-	9.5
<u>Escape from Unpleasant Things</u>						
No	63.1	83.3	57.9	55.8	57.1	62.0
Yes	23.1	16.7	25.0	36.5	42.9	28.5
Missing data	13.8	-	7.1	7.7	-	9.5

Table C 5 Runaways Reported Missing by Parents

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
No	35.4	15.7	42.9	28.8	42.9	34.2
Yes	55.4	66.7	57.1	69.2	57.1	60.8
Missing Data	9.2	16.7	-	1.9	-	5.1

Table C 6 'Runaways' Evaluation of Experiences Away from Home

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Very good	12.3	16.7	25.0	19.2	14.3	17.1
Good	20.0	-	14.3	13.5	42.9 <sup>A</sup>	17.1
Neither good nor bad	15.4	33.3	7.1	1.9	14.3	10.1
Bad	13.8	16.7	25.0	15.4	-	15.8
Very bad	30.8	33.3	25.0	42.3	28.6	33.5
Missing data	3.2	-	.6	2.5	-	6.3

Table C 7 Kinds of Bad Experiences Noted by Runaway

	Type 1	Type 2	Type 3	Type 4	Type 5	All Runners
	%	%	%	%	%	%
<u>Boredom</u>						
No	84.6	100.0	82.1	82.7	71.4	83.5
Yes	1.5	-	10.7	9.6	28.6	7.0
Missing data	13.8	-	7.1	7.7	-	9.5
<u>Frightened</u>						
No	78.5	100.0	64.3	82.7	85.7	78.5
Yes	7.7	-	28.6	9.6	14.3	12.0
Missing data	13.8	-	7.1	7.7	-	9.5
<u>Arrested</u>						
No	83.1	100.0	85.7	88.5	71.4	85.4
Yes	3.1	-	7.1	3.8	28.6	5.1
Missing data	13.8	-	7.1	7.7	-	9.5
<u>Bad Drug Trip</u>						
No	83.1	100.0	92.9	86.5	100.0	87.3
Yes	3.1	-	-	5.8	-	3.2
Missing data	13.8	-	7.1	7.7	-	9.5
<u>Bad/Unpleasant Conditions</u>						
No	76.9	83.3	82.1	71.2	85.7	76.6
Yes	9.2	16.7	10.7	21.2	14.3	13.9
Missing data	13.8	-	7.1	7.7	-	9.5

Table C 8 Reason for Runaway Leaving Home

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
<u>To escape bad bad things</u>						
No	76.9	100.0	89.3	82.7	85.7	82.3
Yes	13.8	-	10.7	11.5	14.3	12.0
Missing data	9.2	-	-	5.8	-	5.7
<u>To find specific good things</u>						
No	90.8	50.0	28.6	76.9	71.4	72.8
Yes	-	50.0	71.4	17.3	28.6	21.5
Missing data	9.2	-	-	5.8	-	5.7

Table C 9 Items Runaway Took with Them

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Nothing	24.4	16.7	17.9	28.8	14.3	27
Clothes only	27.7	-	28.6	21.2	-	22
Clothes/money	23.1	16.7	28.6	25.0	57.1	25
Clothes/money food, etc.	15.4	66.7	25.0	21.2	28.6	21
Missing data	9.2	-	-	3.8	-	5.1



Table C 10 Intentionality of Runaway Act

"Were you running away?"

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
No	33.8	16.7	42.9	5.8	28.6	25.3
Yes	58.5	83.3	57.1	92.3	71.4	70.9
Missing data	7.7	-	-	1.9	-	3.8

Table C 11 Runaway Made Planned or Sudden Decision to Leave

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Planned	16.9	66.7	39.3	40.4	28.6	31.0
Sudden	73.8	33.3	53.6	57.7	71.4	63.3
Missing data	8.2	-	7.1	1.9	-	5.7

Table C 12 Length of Time Planned to Stay Away

<u>Days</u>	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Didn't think about it	55.4	-	21.4	-	28.6	27.8
less than 1	4.6	-	21.5	-	-	5.6
1-3	12.3	-	3.6	-	42.9	7.6
4-7	4.6	-	7.2	-	-	3.1
8-14	4.6	-	3.6	-	14.3	3.1
15-30	7.7	-	7.1	-	14.3	5.0
31-180	7.7	-	21.4	-	-	6.9
more than 180	3.1	100.0	14.3	100.0	-	40.5

Table C.13 Length of Time Gone

<u>Days</u>	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
0	9.2	-	3.6	5.8	-	6.3
less than 1	21.5	-	14.3	9.5	14.3	15.3
1-3	28.3	-	14.3	21.1	57.2	24.1
4-7	10.7	33.3	35.8	17.2	14.3	18.4
8-14	4.6	-	10.7	11.5	-	7.6
15-30	8.5	-	7.1	11.5	-	8.8
31-180	15.5	50.5	14.3	19.2	14.3	17.7
more than 180	-	16.7	-	3.8	-	1.8

Table C 14 Proportion of Each Episodic Type Represented by the Etiological Types

Etiological Types	<u>Episodic Types</u>				
	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %
Type 1	9.2	-	3.6	17.3	-
Type 2	13.8	16.7	3.6	5.8	14.3
Type 3	24.6	33.3	35.7	19.2	14.3
Type 4	10.8	-	17.9	15.4	14.3
Type 5	6.2	-	7.1	25.0	14.3
Type 6	16.9	33.3	17.9	15.4	28.6
Type 7	18.5	16.7	14.3	1.9	14.3
Missing Data	-	-	-	-	-

Table C 15 Proportion of Each Episodic Type Represented by Single and Multiple Runaways

Number of Times Run Away	<u>Episodic Types</u>				
	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %
Single	49.2	50.0	42.9	42.3	57.1
Multiple	50.8	50.0	57.1	57.7	42.9
Missing Data	-	-	-	-	-

NOTE: There are no Tables 16 and 17, due to a numbering error.

Table C 18 To Whom Parent Reported Runaway Missing

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Friend	35.4	16.7	42.9	28.8	42.9	34.2
Police	55.4	66.7	57.1	69.2	57.1	60.8
Other	-	-	-	-	-	-

Table C 19 Runaway Found by Parents or Returned on Own

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Self	56.9	33.3	53.6	32.7	42.9	46.8
Others	33.8	50.0	46.4	61.5	57.1	46.8

Table C 20 How Runaway Was Located

	<u>Type 1</u> %	<u>Type 2</u> %	<u>Type 3</u> %	<u>Type 4</u> %	<u>Type 5</u> %	<u>All Runners</u> %
Parents	4.6	-	-	17.3	-	7.6
Friends	4.6	-	17.9	3.8	28.6	7.6
Police	21.5	66.7	28.6	38.5	14.3	29.7
Runaway house informed parents	-	-	-	-	-	-
Soc.Ser. agency informed parents	1.5	-	-	1.9	-	1.3
Other	3.1	-	3.6	1.9	-	2.5

Table C 21 Method of Transportation Runaway Used

	Type 1 %	Type 2 %	Type 3 %	Type 4 %	Type 5 %	All Runners %
Plane	-	16.7	-	-	-	.6
Missing data	100.0	83.3	100.0	100.0	100.0	99.4
Bus	1.5	-	-	9.6	100.0	8.2
Missing data	98.5	100.0	100.0	90.4	-	91.8
Train	-	-	-	-	-	-
Missing data	100.0	100.0	100.0	100.0	100.0	100.0
Hitchhiking	16.9	66.7	32.1	26.9	-	24.1
Missing data	83.1	33.3	67.9	73.1	100.0	75.9
Had a ride	20.0	66.7	42.9	25.0	-	24.7
Missing data	80.0	83.3	57.1	75.0	100.0	75.3
Walked	46.2	-	10.7	25.9	-	29.7
Missing data	53.8	100.0	89.3	73.1	100.0	70.3
Other	9.2	-	14.3	11.5	-	10.1
Missing data	80.8	100.0	85.7	88.5	100.0	89.9

Table C 22 Where Runaway Slept Most While Gone

	<u>Type 1</u>	<u>Type 2</u>	<u>Type 3</u>	<u>Type 4</u>	<u>Type 5</u>	<u>All Runners</u>
	%	%	%	%	%	%
With friends	50.8	33.3	64.3	65.4	71.4	58.2
Missing data	49.2	66.7	35.7	34.6	28.6	41.8
With relatives	6.2	33.3	7.1	5.8	-	7.0
Missing data	93.8	66.7	92.9	94.2	100.0	93.0
With strangers	1.5	16.7	7.1	1.9	-	3.2
Missing data	98.5	83.3	92.9	98.1	100.0	96.8
At runaway house	3.1	-	10.7	3.8	-	4.4
Missing data	96.9	100.0	89.3	96.2	100.0	95.6
Outdoors	4.6	16.7	7.1	9.6	-	9.6
Missing data	95.4	83.3	92.9	90.4	100.0	93.0
Public facility	3.1	33.3	10.7	3.8	-	5.7
Missing data	96.9	66.7	89.3	96.2	100.0	94.3
Other	10.8	50.0	17.9	11.5	28.6	14.6
Missing data	89.2	50.0	82.1	88.5	71.4	85.4

## APPENDIX D

Description of Scales  
and Item Formatting

School Grades, Grade Failure. Coleman, et. al. (1966)

1. What is the average grade that you made in English courses during the last two years? (If the school does not use letter grades, ask them to estimate as closely as possible)
  - A. Failed
  - B. D (either D-, D, or D+)
  - C. C (either C-, C, or C+)
  - D. B (either B-, B, or B+)
  - E. A (either A-, A, or A+)
  - F. Haven't taken any English courses
  - G. Don't know
2. What ability group or track are you in in English class?
  - A. The highest group or track
  - B. The middle group
  - C. The lower group
  - D. The school does not have ability groups or tracks
  - E. Don't know
3. What is your grade average for all school subjects for the last two years?
  - A. Failed
  - B. D (either D-, D, or D+)
  - C. C (either C-, C, or C+)
  - D. B (either B-, B, or B+)
  - E. A (either A-, A, or A+)
  - F. Don't know
4. Have you ever repeated any courses or grades?
  - A. Never
  - B. Once
  - C. Twice
  - D. Three or more times
  - E. Don't know



Extracurricular Activities. Elliott and Voss (1974)

1. On the average how much time do you spend each week in school activities other than classwork?

- A. None
- B. 1/2 to 1 hour
- C. 2 to 3 hours
- D. 4 to 6 hours
- E. 7 or more hours

2. What are these activities? (list all) \_\_\_\_\_

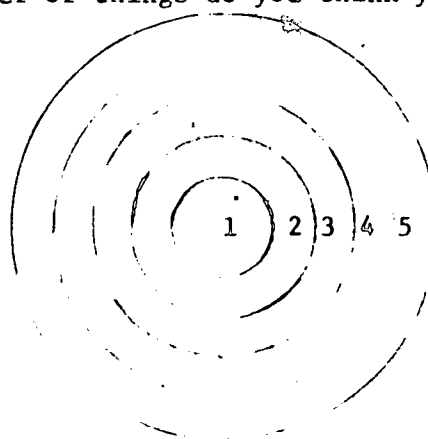
\_\_\_\_\_

\_\_\_\_\_

3. Suppose this circle represents the activities which go on at your school.

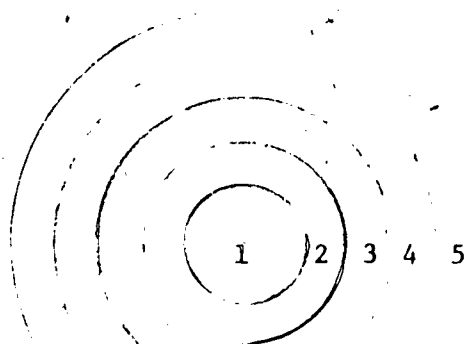
How far out from the center of things do you think you are?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. Don't know



4. Where would you like to be?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. Don't know



Negative Labeling. BREC (1974)

Think about your relationship with (your teachers, your friends, your parents).

How do you think they see you on the following set of words? (Circle response)

A.	Troublesome	1	2	3	4	5	6	7	Cooperative
(-)	B. Good	1	2	3	4	5	6	7	Bad
	C. Deviant	1	2	3	4	5	6	7	Conforming
	D. Disobedient	1	2	3	4	5	6	7	Obedient
	E. Rude	1	2	3	4	5	6	7	Polite
(-)	F. Law Abiding	1	2	3	4	5	6	7	Delinquent

(-) indicates items which are reverse scored

Educational Aspiration, Perceived Opportunity, and Disjunction. Elliott and Voss (1974)

1. Let's think for a minute about school plans. How far would you like to go in school?
  - A. Quit as soon as I am legally old enough (16 years old)
  - B. Not go further than high school graduation
  - C. Go to business or trade school
  - D. Go to a university or college for a year or two
  - E. Graduate from a college or university
  - F. Don't know
  
2. You may have some doubts about just how far in school you will actually go. You have just told me how far you want to go. Now, how far do you think you actually will go?
  - A. Quit as soon as I am legally old enough (16 years old)
  - B. Not go further than high school graduation
  - C. Go to business or trade school
  - D. Go to a university or college for a year or two
  - E. Graduate from a college or university
  - F. Don't know

Access to Social Roles: Occupational. BREC (1974)

1. A. What kind of job would you like to have as an adult?

\_\_\_\_\_

Don't know \_\_\_\_\_

B. What do you think are your chances of ever getting that kind of job?

Don't know \_\_\_\_\_

Good \_\_\_\_\_

Fair \_\_\_\_\_

Poor \_\_\_\_\_

Attitudes Toward School. Coleman, et. al. (1966), Hirschi (1969)

1. If something happened and you had to stop school now, how would you feel?
  - A. Very happy, I would like to quit
  - B. I wouldn't care one way or the other
  - C. I would be disappointed
  - D. I would try hard to continue
  - E. I would do almost anything to stay in school
  - F. Don't know
  
2. During the last school year, did you ever stay away from school just because you didn't want to go?
  - A. No
  - B. Yes, 1 or 2 days
  - C. Yes, for 3 to 6 days
  - D. Yes, for 7 to 15 days
  - E. Yes, for 16 or more days
  - F. Don't know
  
3. How good a student do you want to be in school?
  - A. One of the best students in my class
  - B. Above the middle of my class
  - C. In the middle of my class
  - D. Just good enough to get by
  - E. I don't care
  - F. Don't know
  
4. How important is it to you personally to get good grades?
  - A. Very important
  - B. Somewhat important
  - C. Neither important nor unimportant
  - D. Not very important
  - E. Completely unimportant
  - F. Don't know

Attitudes Toward School. -2

5. Do you care what teachers think of you?

- |                                  |                           |
|----------------------------------|---------------------------|
| A. I care very much              | D. I don't care very much |
| B. I care somewhat               | E. I don't care at all    |
| C. I neither care nor don't care | F. Don't know             |

6. In general do you like or dislike school?

- |                                     |                              |
|-------------------------------------|------------------------------|
| A. I like it very much              | D. I don't like it very much |
| B. I like it somewhat               | E. I don't like it at all    |
| C. I neither like it nor dislike it | F. Don't know                |

7. On the average, how much time do you spend doing homework outside of school?

- |                             |                              |
|-----------------------------|------------------------------|
| A. None, or almost none     | D. About two hours a day     |
| B. About half an hour a day | E. More than two hours a day |
| C. About one hour a day     | F. Don't know                |

8. During the last school year have you ever cut classes just because you wanted to?

- |                      |                          |
|----------------------|--------------------------|
| A. No                | D. Yes, 7 to 15 times    |
| B. Yes, 1 or 2 times | E. Yes, 16 times or more |
| C. Yes, 3 to 6 times | F. Don't know            |

Number of Friends.

1. How many close friends do you have?

A. None

B. 1 or 2

C. 3 to 5

D. 6 to 10

E. 11 to 15

F. 16 or more

G. Don't know

Time Spent with Friends vs. Alone vs. with Family.

1. On the average how much time each day do you spend all by yourself?

A. Almost no time

D. About two hours a day

B. About half an hour a day

E. Three or more hours a day

C. About one hour a day

F. Don't know

2. Not counting time in school, how much time do you spend with your friends on the average?

A. Almost no time

D. About two hours a day

B. About half an hour a day

E. Three or more hours a day

C. About one hour a day

F. Don't know

3. On the average how much time do you spend each day doing things with your father and mother?

A. Almost no time

D. About two hours a day

B. About half an hour a day

E. Three or more hours a day

C. About one hour a day

F. Don't know



Attitudes Toward Peers. Hirschi (1969) and Elliott and Voss (1974)

1. How much would you like to be the kind of person your best friends are?
  - A. In every way
  - B. In most ways
  - C. In some ways
  - D. In just a few ways
  - E. Not at all
  - F. Don't know
  
2. If you found that your friends were leading you into trouble would you still run around with them?
  - A. Yes, I'm sure I would
  - B. Yes, I probably would
  - C. Maybe I would and maybe I wouldn't
  - D. No, probably I wouldn't
  - E. No, I'm sure I wouldn't
  - F. Don't know

Normative Pressures of Friendship Group. BREC (1974)

	Don't Know	Always	Most of the Time	Some of the Time	Seldom	Never
(-) 1. The kids in my group would think less of me if I were to get in trouble with law.	_____	_____	_____	_____	_____	_____
2. Getting into trouble in my group is a way of gaining respect.	_____	_____	_____	_____	_____	_____
(-) 3. The members of my group feel that laws are good and should be obeyed.	_____	_____	_____	_____	_____	_____
4. The kids in my group get into trouble at home, in school, and in the community.	_____	_____	_____	_____	_____	_____
(-) 5. Kids that get into trouble a lot feel very uncomfortable in my group.	_____	_____	_____	_____	_____	_____
6. When I choose a group of friends, I choose kids that are not afraid to have a little fun even if it means breaking the law.	_____	_____	_____	_____	_____	_____
(-) 7. Kids who get into trouble with the law are "put down" in my group.	_____	_____	_____	_____	_____	_____
8. If you haven't gotten into some kind of trouble the kids in my group think you are chicken or something.	_____	_____	_____	_____	_____	_____

(-) indicates reverse scored items

Note: a high score indicates normative pressure toward deviance

Child's Report of his Friends' Delinquency. BREC (1974)

Recent studies suggest that everyone breaks some rules and regulations during his/her lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. There are a number of rules and laws which typically apply to youth. Please read each of these things carefully and then circle the answer you think best describes the activities of your friends in the last two months.

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>	<u>Never</u>
1. Given a teacher a fake excuse for being absent.	_____	_____	_____	_____
2. Taken little things (worth \$5 or less) that didn't belong to you.	_____	_____	_____	_____
3. Broken into a place that is locked just to look around.	_____	_____	_____	_____
4. Taken a car for a drive without the owner's permission.	_____	_____	_____	_____
5. Taken something from a kid's locker without asking him.	_____	_____	_____	_____
6. Damaged public or private property just for fun.	_____	_____	_____	_____
7. Beat up on other kids or adults just for the heck of it.	_____	_____	_____	_____
8. Participated in gang fights.	_____	_____	_____	_____
9. Taken something worth \$50 or more that didn't belong to you.	_____	_____	_____	_____
10. Run away from home.	_____	_____	_____	_____
11. Used force (strong arm methods) to get money from another person.	_____	_____	_____	_____
12. Used marijuana.	_____	_____	_____	_____
13. Sold marijuana.	_____	_____	_____	_____
14. Skipped school without a legitimate excuse.	_____	_____	_____	_____
15. Sniffed glue or inhaled toxic fumes.	_____	_____	_____	_____

Child's Report of his Friends' Delinquency. BREC (1974)

- |  | <u>Very<br/>Often</u> | <u>Several<br/>Times</u> | <u>Once or<br/>Twice</u> | <u>Never</u> |
|--|-----------------------|--------------------------|--------------------------|--------------|
| 16. Used hard drugs.   | _____                 | _____                    | _____                    | _____        |
| 17. Sold hard drugs.   | _____                 | _____                    | _____                    | _____        |
| 18. Are there any other things that friends of yours have done in the last two months that they could have gotten in trouble for if they were caught-- things like hitchhiking or panhandling? (specify each activity. For each activity ask whether it occurred either Very Often, Several Times, Once or Twice.) |                       |                          |                          |              |

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Marital Conflict.

1. How often do your parents argue with each other?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

2. How often do your parents get really angry with each other?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

3. How often do your parents have really serious fights?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

4. When your parents fight, how often does it get physical?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

Child's Rejection of Family. Sewall and Haller (1959)

	Don't Know	Strongly Agree	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Strongly Disagree
1. I try to keep boys and girls away from my home because it's not as nice as theirs.	_____	_____	_____	_____	_____	_____
2. I like one of my parents more than the other.	_____	_____	_____	_____	_____	_____
3. I am sorry to live in the place I do.	_____	_____	_____	_____	_____	_____
4. I often wish I had some other parents.	_____	_____	_____	_____	_____	_____
5. I dislike many of the people near my home.	_____	_____	_____	_____	_____	_____
6. I am unhappy because my parents do not care about the things I like.	_____	_____	_____	_____	_____	_____
7. My folks do not seem to think I am doing well.	_____	_____	_____	_____	_____	_____

Parent's Rejection of Child. BREC (1974)

What would you say about these statements?	<div> <div>Most of the Time</div> <div>About half of the Time</div> <div>Seldom</div> <div>Never</div> </div>					
	<u>Don't Know</u>	<u>Always</u>	<u>Time</u>	<u>Time</u>	<u>Seldom</u>	<u>Never</u>
1. My parents would help me if I were to get into serious trouble.	_____	_____	_____	_____	_____	_____
2. My parents find fault with me even when I don't deserve it.	_____	_____	_____	_____	_____	_____
3. My parents really care about me.	_____	_____	_____	_____	_____	_____
4. My parents are dissatisfied with the things I do.	_____	_____	_____	_____	_____	_____
5. My parents blame me for all their problems.	_____	_____	_____	_____	_____	_____

Differential Treatment.

	Don't Know	Always	Most of the Time	About half of the Time	Seldom	Never
1. When something happens at home I get blamed for it even when it's not my fault.	_____	_____	_____	_____	_____	_____
(-) 2. My parents treat me better than they do my brothers and sisters.	_____	_____	_____	_____	_____	_____
3. I get in trouble for everything that happens in our family.	_____	_____	_____	_____	_____	_____
(-) 4. I'm sort of special to my parents.	_____	_____	_____	_____	_____	_____
5. I'm treated worse than anyone else in my family.	_____	_____	_____	_____	_____	_____
(-) 6. My parents let me get away with more things than my brothers and sisters.	_____	_____	_____	_____	_____	_____
7. My parents treat my brothers or sisters more fairly than they do me.	_____	_____	_____	_____	_____	_____
(-) 8. My parents seem to like me more than my brothers or sisters.	_____	_____	_____	_____	_____	_____
9. If my parents treated me like they treat my brothers or sisters I would be a lot happier.	_____	_____	_____	_____	_____	_____
(-) 10. My brothers or sisters would like it if my parents treated them as well as they do me.	_____	_____	_____	_____	_____	_____

(-) indicates reverse scored items



THE NOWICKI-STRICKLAND PERSONAL REACTION SURVEY  
Short Form\*

1. Do you believe that most problems will solve themselves if you just don't fool with them?  
(Yes) (No)
2. Are you often blamed for things that just aren't your fault? (Y)
3. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? (Y)
4. Do you feel that most of the time parents listen to what their children have to say? (N)
5. When you get punished does it usually seem it's for no good reason at all? (Y)
6. Most of the time do you find it hard to change a friend's (mind) opinion? (Y)
7. Do you feel that it's nearly impossible to change your parent's mind about anything? (Y)
8. Do you feel that when you do something wrong there's very little you can do to make it right? (Y)
9. Do you believe that most kids are just born good at sports? (Y)
10. Do you feel that one of the best ways to handle most problems is just not to think about them? (Y)
11. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her? (Y)
12. Have you felt that when people were mean to you it was usually for no reason at all? (Y)
13. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? (N)
14. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? (Y)
15. Most of the time do you find it useless to try to get your own way at home? (Y)
16. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? (Y)
17. Do you usually feel that you have little to say about what you get to eat at home? (Y)

Powerlessness. -2

18. Do you feel that when someone doesn't like you there's little you can do about it? (Y)
19. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are? (Y)
20. Are you the kind of person who believes that planning ahead makes things turn out better? (N)

SELF ESTEEM

Rosenberg (1965)

## SELF-ESTEEM SCALE

(Numbers in parentheses refer to high self-esteem responses)

- | Items   | 1. Strongly agree | 2. Agree | 3. Disagree | 4. Strongly disagree |
|---|-------------------|----------|-------------|----------------------|
| 1. I feel that I'm a person of worth, at least on an equal basis with others. | (1,2)             |          |             |                      |
| 2. I feel that I have a number of good qualities.                             | (1,2)             |          |             |                      |
| 3. All in all, I am inclined to feel that I am a failure.                     |                   |          | (3,4)       |                      |
| 4. I am able to do things as well as most other people                        | (1,2)             |          |             |                      |
| 5. I feel I do not have much to be proud of.                                  |                   |          | (3,4)       |                      |
| 6. I take a positive attitude toward myself.                                  | (1,2)             |          |             |                      |
| 7. On the whole, I am satisfied with myself.                                  | (1,2)             |          |             |                      |
| 8. I wish I could have more respect for myself.                               |                   |          | (3,4)       |                      |
| 9. I certainly feel useless at times.   |                   |          | (3,4)       |                      |
| 10. At times I think I am no good at all.                                     |                   |          | (3,4)       |                      |

For Guttman scaling two or three correct out of the first three items are scored as one item; two correct of 4 and 5 as one item, and two correct of 9 and 10 as one item.

Social Estrangement. McClosky and Schaar (1963)

- |  |       |          |
|--|-------|----------|
| 1. With everything so uncertain these days, it almost seems as though anything could happen.                             | Agree | Disagree |
| 2. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.                          | Agree | Disagree |
| 3. With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next. | Agree | Disagree |
| 4. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.      | Agree | Disagree |
| 5. I often feel that many things our parents stood for are just going to ruin before our very eyes.                      | Agree | Disagree |
| 6. The trouble with the world today is that most people don't believe in anything.                                       | Agree | Disagree |
| 7. I often feel awkward and out of place.  | Agree | Disagree |
| 8. People were better off in the old days when everyone knew just how he was expected to act.                            | Agree | Disagree |
| 9. It seems to me that other people find it easier to decide what is right than I do.                                    | Agree | Disagree |

Scored: Agree = 1, Disagree = 0

Normlessness. BREC (1974)

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is sometimes necessary to lie on a job application to get the job you want.	1	2	3	4
2. If one wants to get good grades in school, he will have to cheat sometimes.	1	2	3	4
3. It's OK to lie if you are protecting a friend in trouble.	1	2	3	4
-4. One can make it in school without having to cheat on exams.	1	2	3	4
-5. One should always tell the truth, regardless of what one's friends think of him.	1	2	3	4
6. If one wants to have nice things, he has to be willing to break the rules or laws to get them.	1	2	3	4

- Indicates reverse scoring

Self-Reported Delinquency. BREC (1974)

Recent studies suggest that everyone breaks some rules and regulations during his/her lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. There are a number of rules and laws which typically apply to youth. Please read each of these things carefully and then circle the answer you think best describes your activities in the last two months.

	Very Often	Several Times	Once or Twice	Never
1. Given the teacher a fake excuse for being absent.	_____	_____	_____	_____
2. Taken little things (worth \$5 or less) that didn't belong to you.	_____	_____	_____	_____
3. Broken into a place that is locked just to look around.	_____	_____	_____	_____
4. Taken a car for a drive without the owner's permission.	_____	_____	_____	_____
5. Taken something from a kid's locker without asking him.	_____	_____	_____	_____
6. Damaged public or private property just for fun.	_____	_____	_____	_____
7. Beat up on other kids or adults just for the heck of it.	_____	_____	_____	_____
8. Participated in gang fights.	_____	_____	_____	_____
9. Taken something worth \$50 or more that didn't belong to you.	_____	_____	_____	_____
10. Used force (strong arm methods) to get money from another person.	_____	_____	_____	_____
11. Used marijuana.	_____	_____	_____	_____
12. Sold marijuana.	_____	_____	_____	_____
13. Skipped school without a legitimate excuse.	_____	_____	_____	_____
14. Sniffed glue or inhaled toxic fumes.	_____	_____	_____	_____

Self-Reported Delinquency. BREC (1974)

- |   | <u>Very<br/>Often</u> | <u>Several<br/>Times</u> | <u>Once or<br/>Twice</u> | <u>Never</u> |
|---|-----------------------|--------------------------|--------------------------|--------------|
| 15. Used hard drugs.  | _____                 | _____                    | _____                    | _____        |
| 16. Sold hard drugs.  | _____                 | _____                    | _____                    | _____        |
| 17. Are there any other things that you have done in the last two months that you could have gotten in trouble for if you were caught--like hitchhiking or panhandling? (specify each activity. For each activity mentioned ask whether it occurred Very Often, Several Times, or Once or Twice.) |                       |                          |                          |              |

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Self-Reported Delinquency, BREC (1974)

Recent studies suggest that everyone breaks some rules and regulations during his/her lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. There are a number of rules and laws which typically apply to youth. Please read each of these things carefully and then circle the answer you think best describes your activities in the two months immediately before the first time you ran away from home.

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>	<u>Never</u>
1. Given the teacher a fake excuse for being absent.	_____	_____	_____	_____
2. Taken little things (worth \$5 or less) that didn't belong to you.	_____	_____	_____	_____
3. Broken into a place that is locked just to look around.	_____	_____	_____	_____
4. Taken a car for a drive without the owner's permission.	_____	_____	_____	_____
5. Taken something from a kid's locker without asking him.	_____	_____	_____	_____
6. Damaged public or private property just for fun.	_____	_____	_____	_____
7. Beat up on other kids or adults just for the heck of it.	_____	_____	_____	_____
8. Participated in gang fights.	_____	_____	_____	_____
9. Taken something worth \$50 or more that didn't belong to you.	_____	_____	_____	_____
10. Used force (strong arm methods) to get money from another person.	_____	_____	_____	_____
11. Used marijuana.	_____	_____	_____	_____
12. Sold marijuana.	_____	_____	_____	_____
13. Skipped school without a legitimate excuse.	_____	_____	_____	_____
14. Sniffed glue or inhaled toxic fumes.	_____	_____	_____	_____



Self-Reported Delinquency. BREC (1974)

- |  | <u>Very<br/>Often</u> | <u>Several<br/>Times</u> | <u>Once or<br/>Twice</u> | <u>Never</u> |
|--|-----------------------|--------------------------|--------------------------|--------------|
| 15. Used hard drugs:   | _____                 | _____                    | _____                    | _____        |
| 16. Sold hard drugs.   | _____                 | _____                    | _____                    | _____        |
| 17. Are there any other things that you have done in the last two months that you could have gotten in trouble for if you were caught---like hitchhiking or panhandling? (specify each activity. For each activity mentioned ask whether it occurred Very Often, Several Times, or Once or Twice.) |                       |                          |                          |              |

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Self-Reported Delinquency During Runaway Episode. BREC (1974)

Here's a list of things you have checked before. I would like you to look at them one more time and tell me how often you did any of them while you were away from home.

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>	<u>Never</u>
1. Taken little things (worth \$5 or less) that didn't belong to you.	_____	_____	_____	_____
2. Broken into a place that is locked just to look around.	_____	_____	_____	_____
3. Taken a car for a drive without the owner's permission.	_____	_____	_____	_____
4. Damaged public or private property just for fun.	_____	_____	_____	_____
5. Beat up on other kids or adults just for the heck of it.	_____	_____	_____	_____
6. Participated in gang fights.	_____	_____	_____	_____
7. Taken something worth \$50 or more that didn't belong to you.	_____	_____	_____	_____
8. Used force (strong arm methods) to get money from another person.	_____	_____	_____	_____
9. Used marijuana.	_____	_____	_____	_____
10. Sold marijuana.	_____	_____	_____	_____
11. Skipped school without a legitimate excuse.	_____	_____	_____	_____
12. Sniffed glue or inhaled toxic fumes.	_____	_____	_____	_____
13. Used hard drugs.	_____	_____	_____	_____
14. Sold hard drugs.	_____	_____	_____	_____

15. Are there any other things that you could have gotten in trouble for if you were caught--like Hitchhiking or panhandling? (specify each activity. For each activity ask whether it occurred Very Often, Several Times or Once or Twice.)

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Bronfenbrenner Parent Behavior Questionnaire

(N)	1.	I can talk with them about everything.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(N)	2.	Comfort me and help me when I have troubles.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(N)	3.	Are there for me when I need them.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AR)	4.	Say nice things about me to other people.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(AR)	5.	Are very affectionate with me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(AR)	6.	Praise me when I have done something good.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(IC)	7.	Teach me things which I want to learn.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(IC)	8.	Help me with hobbies or handiwork.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(IC)	9.	Help me with schoolwork when I don't understand something.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AC)	10.	Go on pleasant walks and outings with me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(AC)	11.	Are happy when with me.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AC)	12.	Enjoy talking with me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(Pre)	13.	Expect me to help around the house.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never

(Pre)14.	Want me to run errands.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(Pre)15.	Expect me to keep my own things in order..	In Every Case	In Most Cases	Sometimes	Seldom	Never
(SI) 16.	Punish me by sending me out of the room.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(SI) 17.	As punishment they forbid me to play with other children.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(SI) 18.	As punishment they send me to bed early.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(ER) 19.	Hold it before me that other children behave better than I do.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(ER) 20.	Nag me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(ER) 21.	Scold me and yell at me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(PP) 22.	Threaten to spank me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(PP) 23.	Spank me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(PP) 24.	Slap me.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(DP) 25.	Punish me by making me do extra work.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(DP) 26.	When I am bad they forbid me from doing things I especially enjoy doing.	In Every Case	In Most Cases	Sometimes	Seldom	Never

(DP) 27.	Punish me by taking my favorite things away.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pro) 28.	Come with me when I go some-place for the first time to make sure that everything goes well.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pro) 29.	Worry that I can't take care of myself.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(Pro) 30.	Won't let me roam around because something might happen to me.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pow) 31.	Insist that I get permission before I go to a movie, a carnival or some other entertainment.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pow) 32.	Want to know exactly how I spend my money when I want to buy some little things for myself.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pow) 33.	Tell me exactly when I should come home.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AD) 34.	Insist I make a special effort in everything I do.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AD) 35.	Demand that I do better than other children.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AD) 36.	Insist that I get particularly good marks in school.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AP) 37.	Appear disappointed and sad when I misbehave.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AP) 38.	Make me feel ashamed or guilty when I misbehave.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AP) 39.	Tell me "I don't want to have any more to do with you," when I misbehave.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(PD) 40.	Are just when punishing me.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(PD) 41.	When I must do something they explain why.	In Every Case	In Most Cases	Sometimes	Seldom	Never

(PD) 42.	Find it difficult to punish me.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(I) 43.	I can talk them into most anything.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(I) 44.	Let me off easy when I mis-behave.	In Every Case	In Most Cases	Sometimes	Seldom	Never

Subscales:

N - Nurture

AR - Affective Reward

IC - Instrumental Companionship

AC - Affiliative Companionship

Pre- Prescriptive

SI - Social Isolation

ER - Expressive Rejection

PP - Physical punishment

DP - Deprivation of Privileges

Pro- Protectiveness

Pow- Power

AD - Achievement Demands

AP - Affective Punishment

PD - Principled Discipline

I - Indulgence

Parents' Satisfaction with Child's Instrumental Behavior. Farber and Jenné (1963)

My parents wish I would do this activity: Please circle one

Activity

A. Go to church or Sunday School.	Much less	A little less	As I do now	A little more	Much more	Does not apply
B. Stay out late at night.	Much less	A little less	As I do now	A little more	Much more	Does not apply
C. Go along with fads; for example rock and roll, hot rods, etc.	Much less	A little less	As I do now	A little more	Much more	Does not apply
D. Stand up for myself.	Much less	A little less	As I do now	A little more	Much more	Does not apply
E. Stick up for other people's rights.	Much less	A little less	As I do now	A little more	Much more	Does not apply
F. Worry about what goes on in the world.	Much less	A little less	As I do now	A little more	Much more	Does not apply
G. Take things seriously.	Much less	A little less	As I do now	A little more	Much more	Does not apply
H. Take advice from other people.	Much less	A little less	As I do now	A little more	Much more	Does not apply
I. Listen to my teachers.	Much less	A little less	As I do now	A little more	Much more	Does not apply
J. Try to be successful.	Much less	A little less	As I do now	A little more	Much more	Does not apply
K. Try to finish what I start.	Much less	A little less	As I do now	A little more	Much more	Does not apply
L. Think about school work.	Much less	A little less	As I do now	A little more	Much more	Does not apply
M. Help around the house.	Much less	A little less	As I do now	A little more	Much more	Does not apply
N. Keep my own room neat.	Much less	A little less	As I do now	A little more	Much more	Does not apply



Parental Attitudes Toward Deviance. Jessor (1974)

I'd like to know how wrong you think different kinds of actions are. Most people think that something like murder is very wrong while something like bragging may be considered only a little bit wrong or not wrong at all. I will be asking you about a number of different actions and I would like you to tell me, for each one, how wrong you feel it is for an adult like you to do each of these things. Your answers can be Very Wrong, Wrong, A Little Bit Wrong, or Not Wrong At All.

Here's the first one--

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
1. For example, how wrong is it for an adult like you to lie to someone about something important? Would you say very wrong, a little bit wrong, or not wrong at all?	VW	W	LBW	NWAA
2. How about to damage property that doesn't belong to you, just out of carelessness? How wrong is that?	VW	W	LBW	NWAA
3. To hit someone because you're angry at him?	VW	W	LBW	NWAA
4. To try marijuana to see what it's like?	VW	W	LBW	NWAA
5. For an adult like you, how wrong is it to take something of value from a store without paying for it?	VW	W	LBW	NWAA
6. To drink alcoholic beverages?	VW	W	LBW	NWAA
7. To try drugs like LSD just for the experience?	VW	W	LBW	NWAA
8. To create a disturbance in a public place?	VW	W	LBW	NWAA
9. To drive when you've had a fair amount to drink?	VW	W	LBW	NWAA
10. For an adult like you, how wrong is it to use marijuana regularly?	VW	W	LBW	NWAA
11. To borrow a small amount of money from a friend without really intending to pay it back?	VW	W	LBW	NWAA
12. To have sexual relations outside of marriage?	VW	W	LBW	NWAA
13. To lie about your past experience when filling out an application for something--like a job?	VW	W	LBW	NWAA

Parental Attitudes Toward Child's Deviance. Jessor (1974)

Now I'm going to read you another set of actions or things people do. This time, however, I'd like you to tell me how wrong each of these would be, not for an adult like you, but for a youth like your son or daughter to do. So for each of these, tell me if you feel it would be Very Wrong, Wrong, A Little Bit Wrong, or Not Wrong At All for a youth like your son or daughter to do.

Here's the first one--	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
1. To be disobedient to his parents? How wrong do you feel that would be for a youth like your son or daughter?	VW	W	LBW	NWAA
2. To take something from another kid's locker without intending to return it?	VW	W	LBW	NWAA
3. To cause a disturbance in a movie theater even after having been asked to stop?	VW	W	LBW	NWAA
4. To cut school without parents' permission.	VW	W	LBW	NWAA
5. To drink alcoholic beverages?	VW	W	LBW	NWAA
6. For a youth like your son or daughter, how wrong is it to engage in heavy petting on a date?	VW	W	LBW	NWAA
7. To drive when he's had a fair amount to drink?	VW	W	LBW	NWAA
8. To damage public or private property that doesn't belong to him/her, just for fun?	VW	W	LBW	NWAA
9. To try marijuana to see what it's like?	VW	W	LBW	NWAA
10. To lie to his/her parents about where he has been and who he has been with?	VW	W	LBW	NWAA
11. For a youth like your son or daughter, how wrong is it to hit another kid who has made him/her angry?	VW	W	LBW	NWAA
12. To try drugs like LSD just for the experience?	VW	W	LBW	NWAA
13. To stay out overnight without permission?	VW	W	LBW	NWAA
14. To use marijuana regularly?	VW	W	LBW	NWAA

SELF ESTEEM Rosenberg (1965)

## SELF-ESTEEM SCALE

(Numbers in parentheses refer to high self-esteem responses)

- | Items   | 1. Strongly agree | 2. Agree | 3. Disagree | 4. Strongly disagree |
|---|-------------------|----------|-------------|----------------------|
| 1. I feel that I'm a person of worth, at least on an equal basis with others. (1,2) |                   |          |             |                      |
| 2. I feel that I have a number of good qualities. (1,2)                             |                   |          |             |                      |
| 3. All in all, I am inclined to feel that I am a failure. (3,4)                     |                   |          |             |                      |
| 4. I am able to do things as well as most other people (1,2)                        |                   |          |             |                      |
| 5. I feel I do not have much to be proud of. (3,4)                                  |                   |          |             |                      |
| 6. I take a positive attitude toward myself. (1,2)                                  |                   |          |             |                      |
| 7. On the whole, I am satisfied with myself. (1,2)                                  |                   |          |             |                      |
| 8. I wish I could have more respect for myself. (3,4)                               |                   |          |             |                      |
| 9. I certainly feel useless at times. (3,4)   |                   |          |             |                      |
| 10. At times I think I am no good at all. (3,4)                                     |                   |          |             |                      |

For Guttman scaling two or three correct out of the first three

items are scored as one item; two correct of 4 and 5 as one item

and two correct of 9 and 10 as one item.

Social Estrangement. McClosky and Schaar (1963)

- |  |       |          |
|--|-------|----------|
| 1. With everything so uncertain these days, it almost seems as though anything could happen.                             | Agree | Disagree |
| 2. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.                          | Agree | Disagree |
| 3. With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next. | Agree | Disagree |
| 4. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.      | Agree | Disagree |
| 5. I often feel that many things our parents stood for are just going to ruin before our very eyes.                      | Agree | Disagree |
| 6. The trouble with the world today is that most people don't believe in anything.                                       | Agree | Disagree |
| 7. I often feel awkward and out of place.  | Agree | Disagree |
| 8. People were better off in the old days when everyone knew just how he was expected to act.                            | Agree | Disagree |
| 9. It seems to me that other people find it easier to decide what is right than I do.                                    | Agree | Disagree |

Scored: Agree = 1, Disagree = 0

Powerlessness. Rotter (1966)

1. a. I have often found that what is going to happen will happen.  
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
2. a. When I make plans, I am almost certain that I can make them work.  
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
3. a. In my case getting what I want has little or nothing to do with luck.  
b. Many times we might just as well decide what to do by flipping a coin.
4. a. Many times I feel that I have little influence over the things that happen to me.  
b. It is impossible for me to believe that chance or luck plays an important role in my life.
5. a. What happens to me is my own doing.  
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

Note: Score is the total number of underlined choices (i.e., external items endorsed).

Marital Conflict.

1. How often do you and your spouse argue?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

2. How often do you and your spouse get really angry with each other?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

3. How often do you and your spouse have really serious fights?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

4. When you and your spouse fight, how often does it get physical?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

## Life Events

During the last two years have any of the following events happened to you or your husband?

<u>Event</u>	<u>Never</u>	<u>Once</u>	<u>More than Once</u>	<u>How long ago? (most recent)</u>
1. Have become separated from husband (wife).	_____	_____	_____	_____
2. Have married.	_____	_____	_____	_____
3. Have had an increase in arguments with husband or wife.	_____	_____	_____	_____
4. Have started a new job.	_____	_____	_____	_____
5. Have had a change in work conditions.	_____	_____	_____	_____
6. Have had serious personal illness.	_____	_____	_____	_____
7. There has been a death in the immediate family.	_____	_____	_____	_____
8. There has been a serious illness in the immediate family.	_____	_____	_____	_____
9. A family member has left home.	_____	_____	_____	_____
10. Have become divorced.	_____	_____	_____	_____
11. A new person has moved into the home.	_____	_____	_____	_____
12. A member of the immediate family has made a court appearance.	_____	_____	_____	_____

I wish my son or daughter would do this activity: Please circle one

Activity

A. Go to church or Sunday School.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
B. Stay out late at night.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
C. Go along with fads; for example rock and roll, hot rods, etc.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
D. Stand up for himself or herself.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
E. Stick up for other people's rights.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
F. Worry about what goes on in the world.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
G. Take things seriously.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
H. Take advice from other people.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
I. Listen to his or her teachers.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
J. Try to be successful.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
K. Try to finish what he or she starts.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
L. Think about school work.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
M. Help around the house.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply
N. Keep own room neat.	Much less	A little less	As he or she does now	A little more	Much more	Does not apply



Parental Behavior. Siegelman (1965)

## Bronfenbrenner Parent Behavior Questionnaire

(N)	1. He/she can talk with us about everything.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(N)	2. We comfort him/her and help him/her when he/she has troubles.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(N)	3. We are there for him/her when he/she needs us.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AR)	4. We say nice things about him/her to other people.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(AR)	5. We are very affectionate with him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(AR)	6. We praise him/her when he/she has done something good.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(IC)	7. We teach him/her things which he/she wants to learn.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(IC)	8. We help him/her with hobbies or handiwork.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(IC)	9. We help him/her with school-work when he/she doesn't understand something.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AC)	10. We go on pleasant walks and outings with him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(AC)	11. We are happy when with him/her.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AC)	12. We enjoy talking to him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(Pre)	13. We expect him/her to help around the house.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never

Parental Behavior. -2

(Pre) 14.	We want him/her to run errands.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(Pre) 15.	We expect him/her to keep his/her own things in order.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(SI) 16.	Punish him/her by sending him/her out of the room.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(SI) 17.	As punishment we forbid him/her to play with other children.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(SI) 18.	As punishment we send him/her to bed early.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(ER) 19.	We hold it before him/her that other children behave better than he/she does.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(ER) 20.	We nag him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(ER) 21.	We scold him/her and yell at him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(PP) 22.	We threaten to spank him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(PP) 23.	We spank him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(PP) 24.	We slap him/her.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(DP) 25.	We punish him/her by making him/her do extra work.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(DP) 26.	When he/she is bad we forbid him/her from doing things he/she especially enjoys doing.	In Every Case	In Most Cases	Sometimes	Seldom	Never

(DP)	27.	We punish him/her by taking his/her favorite things away.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pro)	28.	We go with him/her when he/she goes someplace for the first time to make sure that everything goes well.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(pro)	29.	We worry that he/she can't take care of him/her-self.	Almost Every Day	About Once a Week	About Once A Month	Only Once or Twice a Year	Never
(Pro)	30.	We won't let him/her roam around because something might happen to him/her.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pow)	31.	We insist that he/she get permission before going to a movie a carnival, or some other entertainment.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pow)	32.	We want to know exactly how he/she spends his/her money when he/she wants to buy some little thing for him/her-self.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(Pow)	33.	We tell him/her exactly when he/she should come home.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AD)	34.	We insist that he/she make a special effort in everything he/she does.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AD)	35.	We demand that he/she do a better job than other children.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AD)	36.	We insist that he/she get particularly good marks in school.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AP)	37.	We act disappointed and sad when he/she misbehaves.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AP)	38.	We make him/her feel ashamed or guilty when he/she misbehaves.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(AP)	39.	We tell him/her "I don't want to have any more to do with you" when he/she misbehaves.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(PD)	40.	We are just when punishing him/her.	In Every Case	In Most Cases	Sometimes	Seldom	Never

(PD)	41.	When he/she must do something we explain why.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(PD)	42.	We find it difficult to punish him/her.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(I)	43.	He/she can talk us into most anything.	In Every Case	In Most Cases	Sometimes	Seldom	Never
(I)	44.	We let him/her off easy when he/she misbehaves.	In Every Case	In Most Cases	Sometimes	Seldom	Never

Subscales:

N - Nurture

AR - Affective Reward

IC - Instrumental Companionship

AC - Affiliative Companionship

Pre - Prescriptive

SI - Social Isolation

ER - Expressive Rejection

PP - Physical punishment

DP - Deprivation of Privileges

Pro - Protectiveness

Pow - Power

AD - Achievement Demands

AP - Affective Punishment

PD - Principled Discipline

I - Indulgence

Parents Rejection of Child.

What would you say about these statements?	About					
	Don't Know	Always	Most of the Time	half of the Time	Seldom	Never
1. We would help him/her if he/she were to get into serious trouble.	_____	_____	_____	_____	_____	_____
2. We find fault with him/her even when he/she doesn't deserve it.	_____	_____	_____	_____	_____	_____
3. We really care about him/her.	_____	_____	_____	_____	_____	_____
4. We are dissatisfied with the things he/she does.	_____	_____	_____	_____	_____	_____
5. We blame him/her for all our problems.	_____	_____	_____	_____	_____	_____

Parental Demands for Academic Achievement.

1. How much importance do you and your spouse place on your child getting high grades in school?
  - A. A great deal
  - B. A fair amount
  - C. Not too much
  - D. Hardly any
  
2. How much importance do you and your spouse place on your child completing high school?
  - A. A great deal
  - B. A fair amount
  - C. Not too much
  - D. Hardly any
  
3. How much importance do you and your spouse place on your child completing college?
  - A. A great deal
  - B. A fair amount
  - C. Not too much
  - D. Hardly any

Battery:

1. Has either of your parents ever beaten you really hard?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Have you ever been beaten by either of your parents so badly that it made you sick?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Have you ever received marks or bruises from beating given by either of your parents?

Yes \_\_\_\_\_ No \_\_\_\_\_

## APPENDIX E

Tables of Scaled Variables  
for the Etiological Typology



TABLE E-1 DIFFERENCES BETWEEN SEVEN RUNAWAY TYPES ON PARENT CHARACTERISTICS: ONE-WAY ANOVA

Var. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runners	F Ratio	Prob. Level
001	Parent self esteem	27.0	32.8	30.9	30.1	30.4	33.2	31.2	30.9	32.0	4.2	.001
002	Parental social estrangement	13.2	12.5	13.6	13.9	13.9	11.4	13.2	13.1	12.8	3.5	.002
003	Parental powerlessness	7.6	6.2	6.5	7.2	6.9	6.1	6.9	6.7	6.6	2.8	.012
004	Parental attitude against self deviance	40.3	46.6	45.5	46.1	44.8	43.4	43.0	44.3	45.7	3.4	.003
005	Life events scale	17.6	16.1	16.1	17.2	16.2	16.4	18.03	16.7	15.0	1.7	.124
006	Marital conflict	4.7	5.5	6.1	6.8	5.7	6.7	6.9	6.1	7.4	.7	.624 <sup>406</sup>
007	Parental dissatisfaction	28.2	21.3	24.6	30.5	30.2	27.3	30.3	27.4	22.5	6.8	.000
008	Parental achievement demands	9.8	10.1	8.8	10.1	9.5	10.5	8.6	9.6	10.1	6.6	.000
009	Parental attitudes against child's deviance	48.2	49.7	49.9	51.4	50.5	48.1	48.8	49.5	51.1	1.1	.347
025	Parental negative labeling	22.5	14.2	17.1	22.1	21.9	22.6	26.0	20.8	12.8	7.3	.000

TABLE E-2 DIFFERENCES BETWEEN SEVEN RUNAWAY TYPES ON

PARENT-CHILD RELATIONSHIPS: ONE-WAY ANOVA

Var. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runners	F Ratio	Prob. Level
010	Nurturance	11.9	12.8	12.1	12.4	12.7	12.2	10.8	12.1	13.5	2.6	.019
011	Affective reward	12.1	12.4	12.5	12.3	13.2	12.2	11.7	12.4	13.2	1.1	.313
012	Instrumental companionship	10.7	10.2	9.7	10.1	11.09	10.8	9.1	10.2	11.8	1.2	.299
013	Affiliative Companionship	11.8	11.6	11.5	12.2	12.2	10.6	10.04	11.4	12.4	5.1	.000
014	Prescriptiveness	12.4	12.8	12.9	12.3	13.4	12.3	12.4	12.6	13.3	1.6	.126
015	Social isolation	9.4	5.0	5.6	7.9	6.1	5.7	6.0	6.4	5.5	3.6	.002
016	Deprivation of privileges	8.5	6.9	7.4	9.3	8.1	6.9	7.9	7.8	7.2	2.9	.009
017	Protectiveness	10.6	8.1	7.8	10.6	11.7	6.8	9.4	9.1	9.1	12.4	.000
018	Power	13.4	8.6	9.8	12.1	12.6	9.1	11.0	10.8	11.2	8.7	.000
019	Achievement demands	8.7	8.4	8.2	9.8	8.8	8.2	7.7	8.5	8.7	1.3	.235
020	Affective punishment	11.0	7.4	7.8	9.2	7.8	8.1	8.4	8.5	7.3	1.9	.077
021	Principled discipline	11.3	11.2	10.8	11.1	11.04	11.2	11.1	11.1	11.2	.4	.875
022	Indulgence	5.6	6.4	5.0	4.8	5.5	5.5	5.2	5.3	4.6	1.9	.077
023	Expressive rejection	9.5	6.9	7.5	8.6	8.1	8.3	8.9	8.2	6.7	2.3	.032
024	Physical punishment	6.6	4.1	4.2	5.7	5.4	4.1	4.9	4.9	4.6	4.7	.000

TABLE E-3 DIFFERENCE BETWEEN SEVEN RUNAWAY TYPES ON SCHOOL VARIABLES: ONE-WAY ANOVA

Var. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runners	F Ratio	Prob. Level
026	Grade in English	1.4	1.6	.9	1.1	1.2	1.1	1.3	1.2	3.8	.9	.453
027	Overall grade	3.5	3.4	3.02	3.4	2.9	3.2	2.8	3.1	3.8	2.1	.049
028	Track	.8	.8	1.2	1.4	.9	1.2	1.1	1.1	2.4	.7	.590
029	Repeated grade	1.4	1.3	1.4	1.5	1.6	1.2	1.3	1.4	1.2	.7	.589
030	Time spent extramural activities	2.6	2.0	1.6	1.9	2.04	2.3	1.6	2.01	2.5	1.3	.231
031	School involvement (reversed score)	2.4	3.2	3.7	3.7	3.8	3.9	4.4	3.6	3.2	5.7	.000
032	Aspiration for involvement (reversed score)	1.5	2.8	3.2	2.1	3.1	3.2	3.9	2.9	2.4	6.6	.000
033	Involvement/aspiration disjunction	.9	.4	.5	1.3	.9	.7	.5	.7	0.9	2.4	.0298
034	Negative labeling by teachers	14.3	13.7	17.1	17.9	21.2	21.3	24.0	18.7	14.2	7.4	.000
035	Educational aspiration	4.1	4.7	2.02	3.2	2.2	4.1	2.04	3.1	4.1	25.7	.000
036	Educational expectations	3.9	4.5	1.7	2.7	2.04	4.03	1.6	2.8	3.8	33.1	.000
037	Educational aspirations/expectations disjunction	.3	.2	.1	.7	.1	.2	.3	.2	0.4	1.8	.098
038	Occupational aspirations	2.8	2.5	3.9	2.8	3.0	2.3	4.8	3.2	2.6	3.8	.001
039	Occupational expectations	2.2	2.3	2.3	1.9	2.1	2.4	1.1	2.1	2.4	5.9	.000
040	Attitudes to school	29.6	29.02	22.6	26.4	21.1	24.7	17.4	24.1	31.6	13.1	.000

TABLE E-5 DIFFERENCE BETWEEN SEVEN RUNAWAY TYPES ON PARENT-CHILD RELATIONS: CHILD PERCEPTIONS ONE-WAY ANOVA

Var. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runners	F Ratio	Prob. Level
048	Affective reward	12.3	12.6	10.8	12.1	7.8	10.9	10.3	10.7	12.7	8.2	.000
049	Instrumental companionship	10.4	10.6	9.6	9.9	6.6	8.2	7.5	8.9	11.6	4.3	.000
050	Affiliative companionship	11.2	11.8	10.2	10.5	7.1	8.8	9.1	9.7	11.3	8.7	.000
051	Prescriptiveness	13.4	12.9	12.2	12.6	12.3	12.5	12.6	12.6	13.4	.6	.720
052	Social isolation	6.8	4.5	4.2	7.1	8.1	5.1	5.4	5.7	5.5	9.8	.000
053	Expressive rejection	3.2	2.6	3.4	3.4	2.7	2.6	1.9	3.4	8.2	11.6	.000
054	Physical punishment	6.2	3.7	4.4	6.2	9.1	4.7	5.5	5.6	5.0	9.2	.000
055	Protectiveness	9.5	7.2	7.4	10.2	9.8	7.9	8.9	8.6	8.7	4.9	.000
056	Nurturance	11.7	11.6	10.3	11.0	7.2	8.4	8.7	9.7	12.2	11.5	.000
057	Deprivation of privileges	6.6	5.6	5.5	7.8	10.5	7.6	7.8	7.2	6.2	8.7	.000
058	Child power	12.4	7.7	8.4	12.3	11.9	9.2	11.1	10.2	10.5	9.4	.000
059	Achievement demands	9.7	7.2	8.0	8.9	10.6	10.0	9.1	9.1	9.1	3.5	.003
060	Affective punishment	8.9	8.2	8.5	10.0	10.9	9.8	9.4	9.4	8.0	2.9	.009
061	Principle discipline	9.7	10.8	9.3	9.6	7.04	8.2	8.4	8.9	10.4	5.6	.000
062	Indulgence	4.6	5.8	4.8	3.9	4.2	5.0	4.9	4.7	4.9	2.2	.046
063	Child's perception of parents' dissatisfaction	26.01	21.7	25.3	31.8	30.1	28.8	27.3	27.3	25.2	11.7	.000
064	Child's rejection of parents	14.2	13.0	14.4	17.2	25.1	20.6	22.1	18.03	13.7	20.03	.000
065	Child's perception of parental rejection	8.8	7.8	9.7	10.2	16.9	12.7	13.1	11.3	8.2	25.9	.000
066	Differential Treatment	17.9	16.5	17.2	19.7	28.5	21.6	22.0	20.4	17.7	26.3	.000
067	Perceived marital conflict	5.4	5.6	6.9	8.6	8.4	8.6	8.04	7.4	7.1	1.4	.194
073	Battering	3.6	3.6	3.6	4.6	5.2	4.0	3.9	4.1	31.6	8.6	.000

TABLE E-4 DIFFERENCE BETWEEN SEVEN RUNAWAY TYPES ON PEER VARIABLES: ONE-WAY ANOVA

Var. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runners	F Ratio	Prob. Level
041	Number of friends	4.0	2.5	2.9	4.4	3.6	2.9	3.4	3.3	3.2	6.2	.000
042	Time spent with friends	3.9	2.8	3.9	3.5	3.8	3.5	4.7	3.7	3.3	1.9	.069
043	Time spent with parents	3.1	2.8	2.9	3.2	2.5	2.3	2.3	2.7	3.5	1.1	.344
044	Time spent with self	2.3	4.2	2.8	3.8	3.2	4.0	3.7	3.3	3.0	4.4	.000
045	Commitment to peers	4.2	5.0	4.6	5.1	5.4	5.3	5.1	4.9	4.6	1.2	.288
046	Normative pressure of friendship group	27.9	27.6	24.3	25.9	19.7	22.6	21.4	24.03	30.1	11.4	.000
047	Friends delinquency	26.6	29.1	30.7	34.3	39.1	35.04	35.4	32.9	23.7	6.6	.000

TABLE E-6 DIFFERENCE BETWEEN MALES AND FEMALES ON PERSONAL VARIABLES AND DELINQUENT BEHAVIOR  
SEVEN RUNAWAY TEENAGERS: ONE-WAY ANOVA

Jar. No.	Variable Name	1	2	3	4	5	6	7	Runaway Total	Non-Runners	F Ratio	Prob. Level
68	Child powerlessness	31.4	29.5	31.3	33.8	38.3	33.5	34.7	33.1	31.0	22.9	.000
69	Child self esteem	25.9	28.3	25.8	22.6	22.8	24.0	22.1	24.5	25.9	8.3	.000
70	Normlessness	11.7	11.4	11.8	13.2	14.3	14.6	13.9	13.0	11.1	8.4	.000
71	Societal estrangement	12.9	12.2	13.3	15.2	15.2	14.1	14.0	13.9	13.3	6.8	.000
72	Self-reported delinquency last year	20.0	20.7	24.1	25.9	29.2	28.8	29.7	25.7	20.0	9.5	.000
74	Self-reported delinquency (before running)	20.5	25.9	25.9	27.3	28.9	27.4	28.3	26.4	25.9	2.1	.052
75	Self-reported delinquency	16.6	18.7	21.5	22.5	22.5	22.2	23.5	21.2	22.9	2.3	.036

Table E-7 Family Moving History 7 Runaway Types

Var. No.	Variable Name	1		2		3		4		5		6		7		Sig.	CC
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
84	Number of moves in last five years																
	0	12	60	14	93	27	69	10	48	19	62	18	64	16	76		
	1-2	4	20	1	7	11	28	7	33	7	33	8	29	5	24		
	>3	4	20	0	0	1	2	1	5	3	14	2	7	0	0	.158	.49
88	Number of moves to different towns in last five years																
	0	14	70	9	60	32	82	18	86	12	57	20	71	16	76		
	1-2	5	25	6	40	7	18	2	10	6	29	7	25	4	19		
	>3	1	5	0	0	0	0	1	5	2	10	1	4	1	5	.394	.46
89	Number of moves in last year																
	0	17	85	14	93	38	97	18	86	19	91	25	89	18	86		
	1	2	10	1	7	1	3	3	14	2	10	3	11	3	14		
	2-3	1	5	0	0	0	0	0	0	0	0	0	0	0	0		
	>3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.536	.25

TABLE E-8  
EDUCATIONAL COMPONENT OF HOLLINGSHEAD SOCIAL CLASS INDEX ACROSS THE 7-TYPES AND ALL RUNNERS

Education	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7		All Runners	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Top Level 1-2	3	15.0	3	20.0	3	7.7	2	9.5	1	4.8	8	28.6	2	9.5	22	13.3
Middle 3-4	11	55.0	10	59.0	23	59.0	9	42.8	13	61.9	18	64.3	13	61.9	97	58.8
Lower 5-7	6	30.0	2	13.4	13	33.3	10	47.6	7	33.4	2	7.2	6	28.6	46	27.9



Table E-9 Total Family Income Across Episode Types

Total Family Income	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
\$10,000	11	55	4	27	17	45	11	52	5	25	9	32	6	28
\$10,000-19,999	8	40	5	33	16	42	9	13	9	45	3	11	10	48
\$20,000 +	1	5	6	40	5	13	1	5	6	30	16	57	5	24

Table E-10 Youth Demographic Variables 7 Runaway Types

Var No.	Variable Name	1 N	%	2 N	%	3 N	%	4 N	%	5 N	%	6 N	%	7 N	%	Sig.	Contingency Coefficient
221	Ethnicity																
	Non-anglo	3	15	0	0	9	23	11	42	4	19	5	18	5	24		
	Anglo	17	85	15	100	30	77	10	47	17	81	23	82	16	76	.093	.44
229	Attendance at religious activities (times/month)																
	0	11	55	11	73	25	64	9	43	16	76	20	71	14	67		415
	< 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	1-3	4	20	1	7	6	16	7	33	4	19	3	11	3	14		
	4-5	4	20	0	0	6	15	3	14	1	5	4	14	4	19		
	75	1	5	3	20	2	5	2	10	0	0	1	4	0	0	.160	.55

Table E-11 Adult Demographic Variables 7 Runaway Types

Var No.	Variable Name	1 N %	2 N %	3 N %	4 N %	5 N %	6 N %	7 N %	Sig. CC
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## 117 Unemployed in last two years

No	4	20	6	40	27	69	9	43	10	48	15	54	14	67	
Yes	4	20	3	20	3	8	2	10	2	10	1	4	1	5	
No response	12	60	6	40	9	23	10	48	9	43	12	43	6	29	.076 .33

## 118 Frequency of unemployment

1	3	15	0	0	2	5	1	5	2	10	1	4	0	0	
2-3	0	0	1	7	0	0	1	5	0	0	0	0	1	5	
73	1	5	0	0	0	0	0	0	0	0	0	0	0	0	
No response	16	80	14	93	37	95	19	91	19	91	27	96	20	95	.347 .33

122 Attendance at religious activities  
(times/month)

0	8	40	7	47	18	46	9	43	10	48	14	50	10	48	.707 .58
<1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1-3	8	40	2	13	12	31	6	29	4	19	6	21	4	19	
4-5	3	15	2	3	4	10	5	24	5	24	5	18	6	29	
75	1	5	4	27	5	13	2	10	2	10	3	11	1	5	

## APPENDIX F

Episode Variables for  
the Etiological Typology

Table F 1a Tabulation of Runaway Episode (Parent-reported) for Number of Episode

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
152	Number of episodes								.56 .362

1		9 45	9 60	13 33	9 43	10 48	14 50	7 33	
2-3		4 20	5 33	16 41	8 38	5 23	7 24	9 42	
>3		7 35	1 7	4 11	3 14	5 24	1 4	4 20	
- 0		0 0	0 0	6 15	1 5	1 5	6 22	1 5	

Table F 1b Tabulation of Runaway Episode (Parent-reported) for Type of Episode

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
153	Type of episode								.31 .122

First ever	19 95	15 100	33 85	19 90	20 95	22 79	20 95		
Most recent	1 5	0 0	0 0	1 5	0 0	0 0	0 0	0 0	
Missing data	0 0	0 0	6 15	1 5	1 5	6 21	1 5		

Table F 2 Tabulation of Runaway Episode (Parent-reported) for Which Month Ran

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
159	Which month								.61 .012
	January	3 15	0 0	1 3	0 0	5 24	5 18	0 0	
	February	1 5	1 7	4 10	1 5	2 10	0 0	0 0	
	March	5 25	0 0	2 5	1 5	5 24	3 11	0 0	
	<del>April</del>	1 5	1 7	2 5	4 19	1 5	0 0	4 19	
	May	0 0	2 13	1 3	3 14	2 10	1 4	1 5	
	June	3 15	4 27	3 8	2 9	0 0	3 10	3 14	
	July	1 5	0 0	3 8	1 5	0 0	4 14	2 10	
	August	2 10	3 20	3 8	1 5	0 0	0 0	1 4	
	September	1 5	0 0	5 12	2 9	1 4	2 7	4 19	
	October	2 10	4 26	4 10	2 10	2 9	2 7	2 10	
	November	0 0	0 0	2 5	3 14	2 9	1 4	2 9	
	December	1 5	0 0	2 5	0 0	0 0	1 4	1 5	
	Missing data	0 0	0 0	7 18	1 5	1 5	6 21	1 5	

Table F 3 Tabulation of Runaway Episodes (Parent-reported) for Length of Time Gone

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
180	Time away in days								.74 .063
	0	3 15	1 7	7 18	1 5	1 5	7 24	1 5	
	< 1	6 30	3 20	5 12	3 19	2 10	2 7	2 10	
	1-3	4 20	4 27	6 15	7 33	7 33	8 28	10 47	
	4-7	2 10	2 13	9 23	4 19	5 24	4 14	5 24	
	8-14	0 0	3 20	3 8	4 19	3 14	3 11	3 14	
	15-30	4 20	0 0	2 5	1 5	1 5	3 11	0 0	
	31-180	0 0	1 6	6 16	0 0	2 9	1 4	0 0	
	> 180	1 5	1 7	1 3	0 0	0 0	0 0	0 0	

158 Overnight .41 .001

No	9 45	3 20	4 10	3 14	2 10	0 0	1 5
Yes	11 55	12 80	28 72	17 81	17 81	22 79	19 90
Missing data	0 0	0 0	7 18	1 5	2 9	6 21	1 5

Table F 4 Tabulation of Runaway Episode (Parent-reported) for Parents' First Reaction

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
160	First reaction								.47 .102
	Waited	3 15	7 47	10 26	6 29	11 52	8 28	9 43	
	Called police	9 45	5 33	12 31	7 33	7 33	6 21	5 24	
	Called friends/ relatives	3 15	0 0	2 5	3 14	0 0	1 4	2 9	
	Called child's friends	2 10	0 0	3 8	0 0	1 5	2 7	0 0	
	Went out/looked	1 5	2 13	2 5	4 19	1 5	1 4	2 9	
	Other	2 10	0 0	1 2	0 0	0 0	1 4	1 5	
	Missing data	0 0	1 7	9 23	1 5	1 5	9 32	2 10	
161	Reported youth missing								.28 .288
	No	7 35	7 47	7 18	5 24	6 29	8 29	8 38	
	Yes	13 65	7 46	24 61	15 71	13 61	14 50	11 52	
	Missing data	0 0	1 7	8 21	1 5	2 10	6 21	2 10	



Table F 4 Cont'd.

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
162	Signed warrant for youth's arrest								.26 .482
	No	10 50	9 60	15 39	7 33	10 48	11 39	10 48	
	Yes	7 35	4 27	11 28	12 57	8 38	10 36	7 33	
	Missing data	3 15	2 13	13 33	2 10	3 14	7 25	4 19	
163	Interpreted incident as runaway								.27 .358
	No	6 30	5 33	9 23	7 33	8 38	7 25	3 14	
	Yes	14 70	9 60	22 56	13 62	12 57	15 53	15 72	
	Missing data	0 0	1 7	8 21	1 5	1 5	6 25	3 14	
164	Thought running was against law								.19 .887
	No	7 35	5 33	10 26	3 14	5 24	7 25	4 19	
	Yes	10 50	8 53	19 49	13 62	13 62	14 50	10 47	
	Missing data	3 15	2 13	10 25	5 24	3 14	7 25	7 33	

Table F 5 Tabulation of Runaway Episode (Parent-reported) for Locating Runaway

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
165	How located								.32 .105
	Returned on own	5 25	10 67	14 36	6 29	8 38	9 32	8 38	
	Other	13 65	4 27	14 36	4 67	10 48	12 43	8 38	
	Missing data	2 10	1 6	11 28	1 4	3 14	7 25	5 24	
166	How located								.46 .137
	Parent	7 35	1 7	5 13	5 24	7 33	6 21	3 14	
	Friend/relative	4 20	1 7	5 12	2 9	5 24	2 7	3 14	
	Police	2 10	2 13	9 23	5 24	2 10	6 22	4 19	
	Runaway house	0 0	0 0	0 0	0 0	1 5	0 0	0 0	
	Social service agency	1 5	1 7	0 0	1 5	0 0	0 0	0 0	
	Other	1 5	3 20	0 0	0 0	3 14	1 3	1 5	
	Missing data	5 25	7 46	20 51	8 38	3 14	13 47	10 48	

Table F 5 Cont'd.

Var No.	Variable Name	Type 1 N %	Type 2 N %	Type 3 N %	Type 4 N %	Type 5 N %	Type 6 N %	Type 7 N %	Cont. Coeff. Sig.
170	How far had gone								.72 .520
	<1 mile	5 25	3 20	15 38	3 14	5 24	9 32	6 29	
	1-10 miles	13 65	4 27	12 32	9 43	12 52	10 36	10 42	
	11-100 miles	2 10	4 27	8 20	5 24	3 19	3 11	4 17	
	100-1000 miles	0 0	2 13	1 2	3 14	1 5	4 14	1 5	
	>1000 miles	0 0	2 13	3 8	1 5	0 0	2 7	1 5	

431

424

171	How returned								.40 .030
	Voluntarily- on own	6 30	9 60	10 26	4 19	6 28	11 39	4 19	
	Through official agency	0 0	0 0	6 15	2 10	4 19	2 7	3 14	
	Other	6 30	2 13	4 10	11 52	6 29	8 29	5 24	
	Missing data	8 40	4 27	19 49	4 19	5 24	7 25	9 43	



Table F 7 Tabulation of Runaway Episode (Youth-Reported)  
Which Month Youth Left

Var. No.	Variable	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
285	Month Ran														
	January	2	10	1	7	3	8	5	24	6	29	5	17	3	14
	February	1	5	0	0	3	8	0	0	0	0	1	4	2	10
	March	2	10	2	12	1	3	0	0	2	10	0	0	0	0
	April	1	5	0	0	3	8	0	0	0	0	0	0	0	0
	May	0	0	1	7	2	5	0	0	0	0	1	4	1	5
	June	1	5	3	20	4	10	1	5	0	0	4	14	1	5
	July	2	10	2	12	1	3	1	5	1	4	4	14	2	9
	August	1	5	1	7	2	5	0	0	1	4	4	14	2	10
	September	0	0	0	0	5	13	3	14	2	10	2	7	2	9
	October	5	25	4	28	4	10	4	19	1	4	3	11	2	10
	November	2	10	0	0	2	5	6	28	5	24	3	11	2	9
	December	1	5	0	0	7	17	0	0	2	10	1	4	2	10
	Missing Observations	2	10	1	7	2	5	1	5	1	5	0	0	2	9

Table F 8 Tabulation of Runaway Episode (Youth-Reported)  
Length of Time Gone

Var. No.	Variable	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
286	Gone Overnight?														
	No	6	30	3	20	5	13	1	5	2	10	2	7	0	0
	Yes	8	40	9	60	20	51	13	62	12	57	17	61	15	71
	Missing Observations	6	30	3	20	14	36	7	33	7	33	9	32	6	29

TABLE F 9 TABULATION OF RUNAWAY EPISODE (YOUTH-REPORTED)  
SLEEPING ACCOMODATIONS.

Var. No.	Variable	Type 1		Type 2		Type 3		Type 4		Type 5		Type 6		Type 7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
287- 293	Where Slept?														
	With friends	8	67	6	46	23	64	13	43	14	61	19	61	12	48
	relatives	2	17	1	9	2	5	7	23	1	4	1	3	2	8
	strangers	0	0	0	0	1	3	0	0	1	4	2	7	1	4
	Runaway house	0	0	0	0	2	5	2	7	2	9	1	3	1	4
	Outdoors	2	16	2	15	3	9	2	7	0	0	2	7	1	4
	Public facility	0	0	2	15	2	5	1	3	0	0	1	3	4	16
	Other	0	0	2	15	3	9	5	17	.5	22	5	16	4	16

TABLE F410 TABULATION OF RUNAWAY EPISODE (YOUTH-REPORTED)  
COMPANIONSHIP OF THE RUNAWAY DURING THE EPISODE

Var. No.	Variable	1	2	3	4	5	6	7	All Runners
294	Ran alone or with others?	N %	N %	N %	N %	N %	N %	N %	
	Alone	10 50	10 67	17 44	9 43	13 62	12 43	10 48	81
	With others								
303	If with companions, how many?	N %	N %	N %	N %	N %	N %	N %	All Runners
1		2 10	6 40	13 33	4 19	1 5	12 43	2 10	40
2		17 85	8 53	25 64	17 81	20 95	15 54	17 81	119
3+		0 0	0 0	0 0	0 0	0 0	0 0	0 0	



Table P 11 Tabulation of Runaway Episode (Youth-Reported) Parents Reaction to Episode

Var. No.	Variable	1	2	3	4	5	6	7	All Runners	Cont. Coef.	Sign.
304	Reported youth missing?	N	N	N	N	N	N	N	N		
	No	6 30	4 27	15 39	6 29	5 24	14 50	6 29	56 34		
	Yes	12 60	8 53	22 56	15 71	16 76	14 50	13 62	100 61		
	Missing Data	2 10	3 20	2 5	0 0	0 0	0 0	2 10	9 5	.30	.160
305	To whom reported?										
	Friend	1 5	1 7	1 3	6 29	0 0	2 7	1 5	7 4		
	Police	11 55	5 33	21 54	1 5	17 81	11 39	10 48	89 54		
	Other	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		
	Missing Data	8 40	9 60	17 43	6 29	4 19	15 54	10 48	69 42	.28	.320

Table F 12 Tabulation of Runaway Episode (Youth-Reported) Youth's Intent to Run Away

Var. No.	Variable	1		2		3		4		5		6		7		All Runners	Cont. Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
306	Were you running away?																	
	No	2	10	6	40	13	33	4	19	1	5	12	43	2	10	40	.24	
	Yes	17	85	8	53	25	64	17	81	20	95	15	53	17	80	119	.72	
	Missing Data	1	5	1	7	1	3	0	0	0	0	1	4	2	10	6	.35	.028
312	Episode planned or sudden?																	
	Planned	6	30	5	33	13	33	8	38	8	38	7	25	5	25	52	.32	
	Sudden	13	65	8	53	24	62	12	57	13	62	21	75	13	62	104	.63	
	Missing Data	1	5	2	13	2	5	1	5	0	0	0	0	3	14	9	.24	.629

Table F 13 Tabulation of Runaway Episode (Youth Episode) Mode of Return

Var. No.	Variable	1.		2.		3.		4.		5.		6.		7.		Runners	Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N		
322	Located by others or home on own?																	
	Self	5	25	11	73	22	56	6	29	6	29	16	58	11	52	77	47	
	Other	13	65	3	20	16	41	15	71	13	62	10	36	8	38	78	47	
	Missing Data	2	10	1	7	1	3	0	0	2	10	2	7	2	10	10	6	.34 .450
323	How located?																	
	Parents	6	30	1	7	1	2	6	29	1	5	1	3	1	5	81	49	
	Friends/Relatives	1	5	1	7	5	13	1	5	2	10	2	7	0	0	17	10	
	Police	6	30	1	7	12	31	8	38	8	38	8	29	6	29	12	7	
	Runaway house-- Parents	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Social Service Agency--Parents	0	0	0	0	0	0	0	0	2	9	0	0	0	0	49	30	
	Other	2	10	1	7	0	0	1	4	0	0	0	0	0	0	2	1	
	Missing Data	5	25	11	72	5	55	5	24	8	38	17	61	14	66	2	3	.51 .001

Table F14 Tabulation of Runaway Episode (Youth Reported) Distance Ran

Var. No.	Variable	1		2		3		4		5		6		7		All Runners	Cont. Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
328	How far had you gone?																	
	Less than 1 mile	3	15	5	33	19	49	10	48	6	29	12	43	10	48	65	40	
	1-10 miles	16	80	5	34	11	28	7	33	8	38	11	39	6	28	64	38	
	11-100 miles	1	5	5	33	9	23	4	19	7	33	5	18	5	24	42	22	
	101-1000 miles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	More than 1000 miles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.70	.122

433

Table F 15 Tabulation of Runaway Episode (Youth-Reported) Mode of Travel

Variable Number	Variable	1		2		3		4		5		6		7		All Runners		Cont. Coef.	Sig.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
329	How did you get there?																		
	Plane	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	1		
	Bus	0	0	2	13	3	8	3	14	3	14	2	7	2	10	15	9		
	Train	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Hitchhiking	3	15	4	27	10	25	13	14	5	24	6	21	7	33	38	23		
	Had a ride	3	15	2	13	8	21	5	24	8	38	10	36	4	19	40	24		
	Walked	11	55	6	40	11	28	7	33	4	19	5	18	5	23	49	30		
	Other	2	10	0	0	7	18	3	15	1	5	4	14	1	5	18	11		
	Missing Data	1	5	1	7	0	0	0	0	0	0	0	0	2	10	4	2		

Continued Table F 16 Tabulation of Runaway Episode (Youth-Reported) Reasons for Return

Var. Num.	Variable	1		2		3		4		5		6		7		Runners		Cont. Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
330	Came home because afraid parents were worried-Agree	7	35	5	33	13	33	12	57	2	10	5	18	6	29	50	30	.45	.450
331	Because afraid of getting into trouble--Agree	8	40	2	13	6	15	8	38	2	10	8	29	4	35	38	23	.38	.585
332	Too hard trying make it on own-- Agree	9	45	3	20	19	49	6	29	3	14	7	25	5	24	52	22	.40	.429
333	Afraid--Agree	8	40	3	20	11	28	5	24	1	5	2	7	4	19	34	22	.46	.049
334	No place to go --Agree	5	25	4	27	8	21	5	24	3	37	4	14	5	24	34	21	.33	.918
335	Ran out of money --Agree	4	20	2	13	10	26	7	24	6	29	5	18	9	33	43	26	.35	.813
336	Wasn't angry any more--Agree	9	45	5	33	14	36	9	43	4	19	7	25	7	33	55	32	.37	.675
337	Fear of what others would think--Agree	4	20	1	7	4	10	5	24	2	7	2	7	1	5	17	10	.40	.421
338	Finished what I wanted to do--Agree	1	5	5	33	11	28	6	29	2	10	5	18	3	14	33	20	.33	.905
339	Because I missed my friends--Agree	5	25	1	7	8	20	3	14	5	24	1	4	3	14	26	16	.36	.710

435

Table F 16 Continued, Reasons for Return

Var. Num.	Variable	1		2		3		4		5		6		7		All Runners	Cont. Coef.	Sign.
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
340	Because I missed my parents--Agree	9	45	7	47	16	41	11	52	4	19	6	22	6	29	59	.43	.169
341	Because police caught me--Agree	7	35	2	13	11	28	9	43	10	48	7	25	9	43	55	.34	.880
342	Because agency per- suaded me to--Agree	2	10	3	20	8	21	2	10	5	24	4	14	2	10	26	.36	.713
343	Because I missed school--Agree	4	20	0	0	6	15	2	10	1	5	5	18	1	5	19	.39	.229

TABLE F 17 WHAT DID THE RUNAWAY TAKE WITH HIM FOR SUPPORT

## SEVEN TYPES OF RUNNERS

Var. No.	Variable Name	1		2		3		4		5		6		7		All Runners	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
88	Missing Responses	1	5	2	13	2	5	0	0	2	10	0	0	1	5	8	5
	Nothing	8	40	4	27	4	10	7	33	8	38	6	21	8	38	45	27
	Clothes Only	5	25	3	20	13	33	4	19	2	10	5	18	5	24	37	22
44	Clothes and Money	4	20	4	27	10	26	7	29	3	14	10	36	4	19	41	25
	Clothes, Money and Food	2	10	2	13	10	26	4	19	6	29	7	25	3	14	34	21



TABLE F 18 WHERE DID YOUTH RUN TO  
SEVEN RUNAWAY TYPES

Var. No.	Variable Name	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	7 N	7 %
89	Friend's House	6	30	9	60	22	56	15	67	13	62	14	50	11	52
90	Relative's House	8	40	2	13	2	5	2	10	3	14	2	7	3	14
91	Fun Destination	4	20	5	33	12	31	2	10	3	14	9	32	2	10

TABLE F 19 WHY DID THE CHILD GO TO HIS CHOSEN DESTINATION

SEVEN RUNAWAY TYPES

Var. No.	Variable Name	1		2		3		4		5		6		7		All Runners	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
92	To escape bad things	4	20	1	7	4	10	1	5	3	14	5	18	1	5	19	12
93	To find good things	5	25	2	13	9	23	4	19	4	19	8	29	4	19	36	22

TABLE F 20 DID RUNNER ACTUALLY REACH INTENDED DESTINATION

SEVEN RUNAWAY TYPES

Var. No.	Variable Name	1		2		3		4		5		6		7		All Runners	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
94	Non-Response	1	5	2	13	1	3	1	5	3	14	0	0	2	10	10	6
No		6	30	3	20	3	8	4	19	3	14	3	11	2	10	24	15
Yes		13	65	10	67	35	90	16	76	15	71	25	89	17	81	131	79

TABLE F 21 REASONS GIVEN IF THE RUNNERS DID NOT REACH THEIR DESIRED DESTINATION

SEVEN RUNAWAY TYPES

Var. No.	Variable Name	1		2		3		4		5		6		7		All Runners	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
95	Busted	1	5	0	0	1	3	1	5	0	0	0	0	1	5	4	2
96	Difficulties at Destination	0	0	0	0	1	3	1	5	1	5	0	0	0	0	3	2
97	Inaccessible	2	10	0	0	0	0	1	5	0	0	1	4	0	0	4	2
98	Changed Mind	3	15	3	20	1	3	2	10	2	10	2	7	1	5	14	9

TABLE F 22 MAJOR CATEGORIES OF BAD AND GOOD EXPERIENCES WHILE RUNNING MENTIONED BY THE RUNAWAY YOUTH

## SEVEN RUNAWAY TYPES

Var. No.	Variable Name	1		2		3		4		5		6		7		All Runners	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
99	Boredom	1	5	1	7	3	8	3	14	1	5	2	7	0	0	11	7
100	Frightened	4	20	1	7	4	10	8	38	1	5	1	4	3	14	22	13
101	Police Problem Hassles	1	5	0	0	2	5	1	5	0	0	2	7	2	10	8	5
102	Drug Bad Trip	0	0	1	7	1	3	2	10	0	0	0	0	1	5	5	3
103	Unpleasant Conditions	3	15	1	7	5	13	6	29	1	5	4	14	2	10	22	13
104	Good Social Experiences	2	10	3	20	23	59	4	19	15	71	13	46	6	29	66	40
105	Good Personal Psychological Experiences	0	0	3	20	10	26	5	24	4	19	6	21	3	14	31	19
106	Escape from Unpleasant Situation	1	5	2	13	7	18	5	24	10	48	14	50	8	38	47	29

## APPENDIX G

Global Comparisons  
Between Runners and Non-runners  
on all Scaled Variables  
for

1. Age
2. Sex
3. Social Class
4. Ethnicity
5. Purposive and Probability Sample

Table G-1 Global Differences Between Runners and Non-runaways on Parent Characteristics: Using One-way ANOVA

Var No	Variable Name	1	2	3	F- Ratio	Prob Level	Group Separation
		Non- Runners N = 312	Probability Sample Runners N = 44	Purposive Sample Runners N = 139			
001	Parent self-esteem	32.0	30.1	31.3	5.1	.006	1 > 2
002	Parental social estrangement	12.8	13.5	13.2	2.2	.111	--
003	Parental powerlessness	6.6	7.3	6.5	5.5	.004	2 > 1,3
004	Parental attitudes against self deviance	45.7	44.3	44.4	3.7	.025	--
005	Life events scale	15.0	15.6	16.9	22.7	.000	3 > 1,2
006	Marital conflict	7.4	8.0	7.7	1.0	.373	--
007	Parental dis- satisfaction	22.5	24.7	28.3	42.1	.000	3 > 2 > 1
008	Parental achieve- ment demands	10.1	9.7	9.7	6.1	.002	1 > 2,3
009	Parental attitudes against child's deviance	51.1	49.2	49.7	5.4	.005	1 > 2,3
025	Parental negative labeling	12.8	18.2	21.5	96.6	.000	3 > 2 > 1

Table G-2 Global Differences Between Runaways and Non-runaways on Parent-Child Relationships using One-way ANOVA

Var No	Variable Name	1 Non-Runners	2 Probability Sample Runners	3 Purposive Sample Runners	F-Ratio	Prob Level	Group Separation
010	Nurturance	13.5	12.1	12.1	48.6	.000	1 > 2,3
011	Affective reward	13.2	12.0	12.5	13.5	.000	1 > 2,3
012	Instrumental companionship	11.8	11.0	10.0	26.1	.000	1,2 > 3
013	Affiliative Companionship	12.4	11.3	11.5	21.1	.000	1 > 2,3
014	Prescriptiveness	13.3	12.9	12.7	9.9	.000	1 > 3
015	Social isolation	5.5	6.7	6.3	5.2	.006	2,3 > 1
016	Deprivation of privileges	7.2	7.4	7.9	4.4	.012	3 > 1
017	Protectiveness	9.1	8.9	9.3	.266	.76	--
018	Power	11.2	10.8	10.9	.669	.513	--
019	Achievement demands	8.7	8.4	8.6	.206	.814	--
020	Affective punishment	7.3	8.8	8.4	10.8	.000	3,2 > 1
021	Principled discipline	11.2	10.8	11.2	1.9	.149	--
022	Indulgence	4.6	5.2	5.3	9.6	.000	3,2 > 1
023	Expressive rejection	6.7	7.9	8.4	21.7	.000	3,2 > 1
024	Physical punishment	4.6	4.2	5.1	3.3	.038	--



Table G - 3 Global Differences Between Runaways and Non-runaways on School Variables

Var No.	Variable Name	1	2	3	F- Ratio	Prob. Level	Group Separation
		Non- Runners N=312	Prob. Purposive Sample Runners N=44	Sample Runners N=139			
026	Grade in English	3.8	3.5	3.2	18.2	.000	1 > 3, 2
027	Overall grade	3.8	3.1	3.2	27.9	.000	1 > 2, 3
028	Track	2.4	1.9	2.1	7.9	.000	1 > 2, 3
029	Repeated grade	1.2	1.4	1.5	5.8	.003	3 > 1
030	Time spent extra-mural activities	2.5	2.3	2.1	3.0	.051	1 > 3
031	School involvement (reversed score)	3.2	3.9	3.7	12.6	.000	3, 2 > 1
032	Aspiration for involvement (reversed score)	2.4	3.2	3.0	11.1	.000	3, 2 > 1
033	Involvement/aspiration disjunction	0.9	0.7	0.8	0.4	.675	--
034	Negative labeling by teachers	14.2	18.6	19.0	30.3	.000	2, 3 > 1
035	Educational aspiration	4.1	3.2	3.1	29.7	.000	1 > 3, 2
036	Educational expectations	3.8	2.9	3.0	20.9	.000	1 > 2, 3
037	Educational aspirations/expectation disjunction	0.4	0.3	0.3	0.6	.565	--
038	Occupational aspirations	2.6	3.5	3.4	8.2	.000	--
039	Occupational expectations	2.4	2.3	2.4	0.2	.818	--
040	Attitudes to school	31.6	25.3	23.9	93.2	.000	1 > 3, 2

Table G-4 Global Differences Between Runaways and Non-runaways on Peer Variables: One-way ANOVA

Var No	Variable Name	1 Non-Runners	2 Proba- bility Sample Runners	3 Purposive Sample Runners	F- Ratio	Prob Level	Group Separation
041	Number of friends	3.2	3.1	3.5	3.2	.041	--
042	Time spent with friends	3.3	3.9	3.8	6.2	.002	--
043	Time spent with parents	3.5	2.8	2.8	10.4	.000	1 > 2,3
044	Time spent with self	3.0	3.2	3.5	5.4	.005	3 > 1
045	Commitment to peers	4.6	4.9	4.9	1.6	.210	--
046	Normative pressure of friendship group	30.1	23.7	24.1	83.4	.000	2,3 < 1
047	Friends delinquency	23.7	32.4	33.1	107.9	.000	2,3 > 1

Table G-5 Global Differences Between Runaways and Non-runaways on Parent-Child Relations--Child's Perception: One-way ANOVA

Var No.	Variable Name	1 Non-Runners N=312	2 Probability Sample Runners N=44	3 Purposive Sample Runners N=139	F-Ratio	Prob. Level	Group Separation
048	Affective reward	12.7	10.5	10.8	32.3	.000	1 > 2,3
049	Instrumental companionship	11.6	9.2	8.9	37.6	.000	1 > 2,3
050	Affiliative companionship	11.3	9.6	9.7	25.5	.000	1 > 2,3
051	Prescriptiveness	13.4	13.0	12.6	8.2	.000	1 > 3
052	Social isolation	5.5	5.1	6.0	2.1	.129	--
053	Expressive rejection	8.2	9.2	10.4	23.1	.000	3 > 1,2
054	Physical punishment	5.0	5.0	5.8	3.6	.027	--
055	Protectiveness	8.7	7.7	8.9	2.2	.115	--
056	Nurturance	12.2	10.2	9.7	50.9	.000	1 > 3,2
057	Deprivation of privileges	6.2	6.5	7.5	10.9	.000	3 > 1
058	Child power	10.5	9.0	10.6	3.4	.033	3,1 > 2
059	Achievement demands	9.1	9.0	9.1	0.0	.967	--
060	Affective punishment	8.0	8.2	9.7	22.4	.000	3 > 1,2
061	Principle discipline	10.4	9.4	8.9	19.2	.000	1 > 3,2
062	Indulgence	4.9	5.0	4.7	0.8	.463	--
063	Child's perception of parents' dissatisfaction	25.2	26.3	27.6	8.6	.000	3 > 1
064	Child's rejection of parents	13.7	17.3	18.2	31.4	.000	2,3 > 1
065	Child's perception of parental rejection	8.2	10.6	11.6	57.6	.000	2,3 > 1
066	Differential treatment	17.7	18.4	20.9	28.9	.000	3 > 1,2
067	Perceived marital conflict	7.1	10.4	9.1	19.2	.000	3,2 > 1
073	Battery	31.6	32.8	33.3	10.4	.000	3 > 1

Table G-6 Global Differences Between Runaways and Non-runaways on Personal Variables and Delinquent Behavior

Var No.	Variable Name	1	2	3	F- Ratio	Prob. Level	Group Separation
		Non- Runners N=312	Sample Runners N=44	Purposive Sample Runners N=139			
068	Child powerlessness	31.6	32.8	33.3	10.4	.000	3 > 1
069	Child self esteem	25.9	24.8	24.4	7.0	.001	1 > 3
070	Normlessness	11.1	12.8	13.0	26.2	.000	2, 3 > 1
071	Societal estrangement	13.3	13.7	13.9	3.5	.032	3 > 1
072	Self reported delinquency last year	20.0	26.0	25.6	59.6	.000	3, 2 > 1

Table G-7 Ratios of Parent and Child Perceptions of Their Relationships  
Runaway and Non-runaway

Var No.	Variable Name	1	2	3	F- Ratio	Prob. Level	Group Separation
		Non-	Prob. , Purposive				
		Runners N=312	Sample Runners N=44	Sample Runners N=139			
427	PDV/CDV	0.9	0.9	0.9	0.2	.846	--
428	MAR/PMAR	1.2	0.9	0.9	15.5	.000	1 > 2,3
429	SAT/PSAT	0.9	1.0	1.0	9.8	.000	3 > 1
430	NP/NC	1.2	1.2	1.4	13.6	.000	3 > 1,2
431	ARP/ARC	1.0	1.2	1.3	9.4	.000	3 > 1
432	ICP/ICC	1.1	1.4	1.3	12.0	.000	3,2 > 1
433	ACP/ACC	1.1	1.3	1.3	7.0	.001	--
434	FREP/PREC	1.0	1.0	1.1	0.7	.485	--
435	SIP/SIC	1.1	1.7	1.2	6.2	.002	2 > 1,3
436	DPP/DPC	1.3	1.4	1.3	0.5	.612	--
437	PROP/PROC	1.2	1.2	1.1	0.3	.726	--
438	POWP/POWC	1.2	1.3	1.1	1.7	.188	--
439	ADP/ADC	1.0	1.1	1.1	0.1	.909	--
440	APP/APC	1.0	1.2	0.9	3.0	.050	2 > 3,1
441	PDP/PDC	1.1	1.3	1.4	14.6	.000	3 > 1
442	IP/IC	1.1	1.1	1.3	9.3	.000	3 > 1
443	ERP/ERC	0.9	0.9	0.9	0.1	.948	--
444	PPP/PPC	1.0	0.9	1.0	1.0	.369	--

\* See pages 79-82 for a key to these acronyms. A P or C at the end indicates parent or youth measure, respectively. In each case, the parent measure is numerator of the ratio.

Table G-8 Family Moving History

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
84	Number of Moves in Last 5 Years				
	0	24	73	89	63
	1-5	9	27	50	36
	>5	0	0	2	1

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
88	Number of Moves to Different Towns in Last 5 Years				
	0	23	70	103	73
	1-5	10	30	36	26
	>5	0	0	2	1

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
89	Number of Moves in Last Year				
	0	31	94	126	89
	1	2	6	14	10
	2-3	0	0	1	1
	>3	0	0	0	0

Table G-9 Adult Demographic Variables

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
117	Unemployed in Last 2 Years?				
	No	30	79	62	86
	Yes	8	21	10	14

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
118	Frequency of Unemployment				
	1	5	62	5	71
	2-3	3	38	2	29
	≥3	0	0	0	0

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
122	Attendance at Religious Activities (Times/Month)				
	0	13	44	31	28
	≤1	0	0	2	2
	1-3	6	20	37	33
	4-5	6	20	28	25
	≥5	5	16	13	12

Table G-10 Youth Demographic Variables-

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
220	Age				
	10-13	4	12	19	15
	14-15	9	26	54	42
	16+	22	62	56	43

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
221	Ethnicity				
	Non-Anglo	7	21	28	22
	Anglo	27	79	101	78

<u>Var. No.</u>	<u>Variable</u>	<u>Probability</u>		<u>Purposive</u>	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
229	Attendance at Religious Activities (Times/Month)				
	0	10	45	24	33
	≤1	0	0	2	3
	1-3	5	23	23	31
	4-5	5	23	17	23
	≥5	2	9	7	10



Table G-11 Global Differences Between Non-anglos and Anglos on Parent Characteristics: One-way ANOVA

Var No.	Variable Name	1 Non- Anglos N = 35	2 Anglos N = 128	F- Ratio	Prob. Level	Group Separation
001	Parent self-esteem	31.3	30.8	0.3	.589	--
002	Parental social estrangement	14.1	12.9	6.5	.011	172
003	Parental powerlessness	7.2	6.8	2.1	.153	--
004	Parental attitude against self deviance	43.5	44.6	1.0	.315	--
005	Life events scale	16.8	16.7	0.0	.861	--
006	Marital conflict	7.4	8.0	0.6	.448	--
007	Parental dissatisfaction	29.7	26.9	5.3	.022	172
008	Parental achievement demands	9.8	9.6	0.5	.491	--
009	Parental attitudes against child's deviance	50.1	49.4	0.4	.506	--
025	Parental negative labeling	23.5	20.1	5.9	.016	172

Table G-12 Global Differences Between Non-anglos and Anglos on Parent-Child Relationships: One-way ANOVA

Var No.	Variable Name	1 Non Anglos N = 35	2 Anglos N = 128	F- Ratio	Prob. Level	Group Separation
010	Nurturance	12.0	12.2	0.2	.646	--
011	Affective reward	11.8	12.6	5.0	.027	2 > 1
012	Instrumental companionship	9.3	10.5	4.0	.046	2 > 1
013	Affiliative companionship	11.4	11.4	0.0	.998	--
014	Prescriptiveness	12.7	12.7	0.0	.963	--
015	Social isolation	7.1	6.3	1.3	.254	--
016	Deprivation of privileges	8.9	7.5	9.8	.002	1 > 2
017	Protectiveness	9.4	9.0	0.4	.526	--
018	Power	11.4	10.7	1.5	.221	--
019	Achievement demands	9.6	8.2	7.5	.007	1 > 2
020	Affective punishment	9.1	8.4	0.8	.378	--
021	Principled discipline	11.2	11.1	0.3	.603	--
022	Indulgence	4.8	5.5	6.2	.014	2 > 1
023	Expressive rejection	8.9	8.1	2.5	.116	--
024	Physical punishment	6.0	4.6	10.6	.001	1 > 2

Table G-13 Global Differences Between Non-Anglos and Anglos on School Variables: One-way ANOVA

Var No.	Variable Name	1	2	F- Ratio	Prob. Level	Group Separation
		Non Anglos N = 35	Anglos N = 128			
026	Grade in English	3.1	3.3	.5	.468	--
027	Overall grade	3.2	3.2	.0	.925	--
028	Track	2.0	2.1	.4	.546	--
029	Repeated grade	1.4	1.4	.0	.831	--
030	Time spent extra-mural activities	2.2	2.2	.1	.754	--
031	School involvement (reversed score)	3.7	3.8	.2	.639	--
032	Aspiration for involvement (reversed score)	2.7	3.2	2.7	.102	--
033	Involvement/aspiration disjunction	1.0	.7	1.6	.214	--
034	Negative labeling by teachers	18.9	18.9	.0	.982	--
035	Educational aspirations	2.9	3.2	1.1	.288	--
036	Educational expectations	2.7	3.0	1.2	.282	--
037	Educational aspirational expectation disjunction	.4	.3	.3	.581	--
038	Occupational aspirations	3.3	3.5	.2	.647	--
039	Occupational expectations	2.5	2.4	.4	.548	--
040	Attitudes to school	25.1	24.0	.9	.351	--

Table G-14 Global Differences Between Runaways Anglos and Non-anglos on Peer Variables

Var No.	Variable Name	1 Non- Anglos N = 35	2 Anglos N=128	F- Ratio	Prob. Level	Group Separation
041	Number of friends	3.8	3.3	3.6	.060	--
042	Time spent with friends	3.8	3.8	0.0	.907	--
043	Time spent with parents	3.0	2.8	0.4	.526	--
044	Time spent with self	3.4	3.5	0.1	.744	--
045	Commitment to peers	4.3	5.1	5.9	.017	2 > 1
046	Normative pressure of friendship group	23.3	24.3	1.3	.264	--
047	Friend's delinquency	34.6	32.6	1.6	.213	--

Table G-15 Global Differences Between Non-anglos and Anglos on Parent-child Relations: Child's Reception: One-way ANOVA

Var No.	Variable Name	1	2	F-	Prob.	Group
		Non- Anglos N = 35	Anglos N = 128	Ratio	Level	Separation
048	Affective reward	10.7	10.8	.0	.881	--
049	Instrumental companionship	9.2	8.2	.1	.714	--
050	Affiliative companionship	10.0	9.7	.4	.553	--
051	Prescriptiveness	13.2	12.6	2.6	.107	--
052	Social isolation	6.2	5.7	1.1	.293	--
053	Expressive rejection	10.7	10.1	0.9	.332	--
054	Physical punishment	6.3	5.4	2.3	.128	--
055	Protectiveness	9.3	8.5	2.4	.120	--
056	Nurturance	10.1	9.7	0.6	.445	--
057	Deprivation of priveleges	7.9	7.1	1.9	.169	--
058	Child power	10.1	10.3	0.1	.798	--
059	Achievement demands	9.7	8.9	2.1	.148	--
060	Affective punishment	9.5	9.4	0.1	.738	--
061	Principle discipline	8.9	9.0	0.0	.833	--
062	Indulgence	4.1	4.9	5.7	.018	2 > 1
063	Child's perception of parents' dissatisfaction	28.0	27.2	0.6	.424	--
064	Child's rejection of parents	16.3	18.4	3.0	.086	--
065	Child's perception of parental rejection	11.5	11.3	0.1	.789	--
066	Differential treatment	20.4	20.3	0.0	.986	--
067	Perceived marital conflict	8.8	9.6	0.7	.415	--
073	Battery	4.2	4.0	0.5	.482	--

Table G-16 Global Differences Between Non-anglos and Anglos on Personal Variables and Delinquent Behavior: One-way ANOVA

Var No.	Variable Name	1 Non- Anglos N = 35	2 Anglos N = 128	F- Ratio	Prob. Level	Group Separation
068	Child powerlessness	33.6	33.1	0.6	.427	--
069	Child self-esteem	24.2	24.6	0.3	.588	--
070	Normlessness	13.6	12.8	2.9	.091	--
071	Societal estrangement	14.5	13.7	3.7	.056	--
072	Self reported delinquency	26.8	25.4	1.2	.283	--
074	Last year SRD before running	26.8	27.3	.01	.754	--
075	SRD while running	23.2	23.2	1.6	.208	--

Table G-17 Ratios of Parent and Child Perceptions of Their Relationships\*

Var No.	Variable Name	1 Non Anglos N = 35	2 Anglos N = 128	F- Ratio	Prob. Level	Group Separation
427	PDV/CDV	0.9	0.9	4.4	.038	2 > 1
428	MAR/PMAR	0.9	0.9	0.1	.809	--
429	SAT/PSAT	1.1	1.0	3.6	.060	--
430	NP/NC	1.3	1.4	0.2	.697	--
431	ARP/ARC	1.3	1.3	0.2	.648	--
432	ICP/ICC	1.2	1.4	1.6	.215	--
433	ACP/ACC	1.3	1.3	0.2	.693	--
434	PREP/PREC	1.0	1.1	0.7	.407	--
435	SIP/SIC	1.4	1.3	0.0	.924	--
436	DPP/DPC	1.4	1.3	0.9	.341	--
437	PROP/PROC	1.1	1.2	0.5	.485	--
438	POWP/POWC	1.3	1.1	1.2	.266	--
439	ADP/ADC	1.1	1.1	0.1	.753	--
440	ADP/ADC	1.1	1.0	0.9	.337	--
441	PDP/PDC	1.4	1.3	0.4	.547	--
442	IP/IC	1.4	1.3	2.4	.122	--
443	ERP/ERC	0.9	0.9	0.2	.619	--
444	PPP/PPC	1.1	1.0	1.6	.202	--

\* See pages 79-82 for a key to these acronyms. A P or C at the end indicates parent or youth measure, respectively. In each case, the parent measure is the numerator of the ratio.

Table G-18 Global Differences Between Runaways from Three Social Class Levels on Parent Characteristics

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=47	F- Ratio	Prob. Level	Group Separation
001	Parent self esteem	31.9	31.9	30.7	1.0	.349	--
002	Parent social estrangement	11.7	13.0	14.4	16.9	.000	3 > 2 > 1
003	Parental powerlessness	6.5	6.5	7.1	2.5	.088	--
004	Parental attitude against self defiance	44.6	45.0	43.8	0.6	.541	--
005	Life events scale	16.3	16.7	16.3	0.3	.716	--
006	Marital conflict	7.3	8.4	7.4	1.6	.213	--
007	Parental dissatisfaction	26.0	26.4	29.4	4.0	.021	3 > 1,2
008	Parental achievement demands	10.0	9.5	9.5	1.6	.198	--
009	Parental attitudes against child's defiance	49.0	49.6	48.9	0.2	.821	--
025	Parental negative labeling	20.3	19.1	21.6	1.5	.221	--



Table G-19 Global Differences Between Runaways From Three Social Class Levels on Parent Child Relationships

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=47	F- Ratio	Prob. Level	Group Separation
010	Nurturance	12.0	12.5	12.0	1.7	.185	--
011	Affective reward	12.6	12.6	12.3	0.5	.609	--
012	Instrumental companionship	10.7	9.9	10.8	1.4	.247	--
013	Affiliative companionship	11.3	11.8	11.8	1.4	.249	--
014	Prescriptiveness	12.3	12.7	13.1	3.7	.026	3 > 1
015	Social isolation	5.3	6.0	7.8	5.1	.008	3 > 1, 2
016	Deprivation of privileges	7.3	7.4	8.4	2.8	.067	--
017	Protectiveness	8.6	8.5	9.5	1.7	.182	--
018	Power	9.9	10.4	11.9	4.5	.013	3 > 1, 2
019	Achievement demands	7.8	8.2	9.1	3.2	.044	3 > 1
020	Affective punishment	8.1	8.4	9.0	0.5	.600	--
021	Principled discipline	11.3	11.1	11.3	0.3	.734	--
022	Indulgence	5.6	5.5	5.1	1.0	.368	--
023	Expressive rejection	8.1	7.7	8.2	0.5	.586	--
024	Physical punishment	4.2	4.4	5.2	4.0	.021	3 > 1, 2

Table G-20 Global Differences Between Runaways From Three Social Class Levels on School Variables

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=47	F-Ratio	Prob. Level	Group Separation
026	Grade in English	3.4	3.4	3.0	1.6	.199	--
027	Overall grade	3.4	3.4	3.0	4.3	.016	2,1>3
028	Track	2.3	2.1	1.8	3.7	.030	2,1>3
029	Repeated grade.	1.4	1.4	1.6	2.1	.126	--
030	Time spent extra mural activities	2.2	2.2	2.0	0.4	.697	--
031	School involvement (reversed score)	4.0	3.6	3.9	1.1	.322	--
032	Aspiration for involvement (reversed score)	3.5	3.0	3.0	1.1	.327	--
033	Involvement/aspiration disjunction	0.6	0.7	1.0	1.7	.187	--
034	Negative labeling by teachers	19.1	17.8	19.5	0.7	.485	--
035	Educational aspiration	3.6	3.0	2.6	5.8	.004	1>3,2
036	Educational expectations	3.4	2.8	2.5	5.0	.008	1>3
037	Educational aspirations/expectation disjunction	0.2	0.3	0.3	0.1	.905	--
038	Occupational aspirations	3.5	3.0	3.0	1.6	.208	--
039	Occupational expectations	2.4	2.4	2.3	0.6	.574	--
040	Attitudes to school	24.3	24.0	23.7	0.1	.896	--

Table G-21 Global Differences Between Runaways Three Social Class Levels on Peer Variables

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=47	F- Ratio	Prob. Level	Group Separation
041	Number of friends	3.1	3.2	3.8	3.5	.032	3 > 1,2
042	Time spent with friends	3.7	3.7	4.0	0.4	.656	--
043	Time spent with parents	2.4	2.8	3.4	4.1	.018	3 > 1
044	Time spent with self	3.9	3.7	2.9	5.3	.006	2,1 > 3
045	Commitment to peers	5.1	4.8	5.2	0.4	.671	--
046	Normative pressure of friendship group	23.3	25.9	23.4	4.8	.010	2 > 1,3
047	Friends' delinquency	33.2	32.4	32.9	0.1	.891	--

Table G-22 Global Differences Between Runaways From Three Social Class Levels on Parent-child's Reception: One-way ANOVA

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=47	F- Ratio	Prob. Level	Group Separation
048	Affective reward	10.4	10.8	10.8	0.2	.795	--
049	Instrumental companionship	8.8	8.6	9.4	0.6	.551	--
050		9.6	9.3	10.0	0.6	.538	--
051	Prescriptiveness	12.8	12.5	12.7	0.2	.844	--
052	Social isolation	5.5	5.5	5.9	0.3	.765	--
053	Expressive rejection	10.6	10.3	9.9	0.4	.644	--
054	Physical punishment	5.4	5.2	5.9	0.5	.610	--
055	Protectiveness	8.0	7.9	9.1	2.6	.077	--
056	Nurturance	9.4	9.6	9.9	0.4	.686	--
057	Deprivation of privileges	7.4	6.7	7.7	1.3	.268	--
058	Child power	10.3	8.9	10.7	3.2	.042	3 > 2
059	Achievement demands	9.0	8.4	9.6	1.6	.208	--
060	Affective punishment	9.6	9.7	9.3	0.3	.712	--
061	Principle discipline	8.9	9.3	8.7	0.8	.441	--
062	Indulgence	5.0	4.9	4.6	0.7	.492	--
063	Child's perception of parent's dissatisfaction	25.9	26.9	28.6	3.0	.052	3 > 1
064	Child's rejection of parents	19.6	17.9	17.1	1.9	.155	--
065	Child's perception of parental rejection	11.2	11.2	11.6	0.2	.852	--
066	Differential treatment	20.5	19.8	21.0	0.7	.513	--
067	Perceived marital conflict	8.1	10.1	9.5	2.3	.102	--
073	Battering	4.1	4.0	4.2	0.2	.824	--

Table G 23 Variable Global Differences Between Runaways from Three Social Class Levels on Personal Variables and Delinquent Behavior

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=49	F- Ratio	Prob. Level	Group Separation
068	Child powerlessness	32.3	32.6	34.7	6.3	.002	3 > 1,2
069	Child self esteem	24.6	24.7	23.8	0.7	.518	--
070	Normlessness	13.6	12.7	12.9	1.8	.178	--
071	Societal estrangement	13.5	13.5	14.3	2.3	.109	--
072	Self reported delinquency last year	25.6	25.2	25.9	0.1	.863	--
074	Self reported delinquency before running	28.0	27.6	27.2	0.1	.889	--
075	Self reported delinquency during running	21.9	21.4	23.1	0.8	.474	--

Table G-24 Ratios of Parent and Child Perceptions of their Relationships:  
Class Breakdowns\*

Var No.	Variable Name	Class 1 N=44	Class 2 N=51	Class 3 N=49	F- Ratio	Prob. Level	Group Separation
427	PDV/CDV	0.9	0.9	0.9	0.4	.663	--
428	MAR/PMAR	0.9	0.9	0.9	0.8	.452	--
429	SAT/PSAT	1.0	1.0	1.0	0.3	.754	--
430	NP/NC	1.4 <sup>6</sup>	1.4	1.4	0.2	.842	--
431	ARP/ARC	1.3	1.3	1.3	0.1	.926	--
432	ICP/ICC	1.5	1.3	1.3	1.0	.362	--
433	ACP/ACC	1.3	1.3	1.4	0.7	.513	--
434	PREP/PREC	1.0	1.0	1.0	0.6	.538	--
435	SIP/SIC	1.0	1.3	1.8	3.0	.057	--
436	DPP/DPC	1.1	1.4	1.3	1.4	.249	--
437	PROP/PROC	1.1	1.2	1.1	0.8	.446	--
438	POWP/POWC	1.0	1.3	1.2	2.0	.149	--
439	ADP/ADC	1.0	1.1	1.1	0.3	.747	--
440	APP/APC	0.9	0.9	1.0	0.9	.393	--
441	PDP/PDC	1.4	1.3	1.4	0.5	.624	--
442	IP/IC	1.3	1.3	1.2	0.2	.812	--
443	ERP/ERC	0.8	0.8	1.0	1.2	.295	--
444	PPP/PPC	0.9	1.0	1.0	2.3	.104	--

\* See pages 79-82 for a key to the acronyms. A P or C at the end indicates parent or child measures, respectively. In each case, the parent measure is the numerator of the ratio.

Table G-25 Global Differences Between 10-13 Year Olds, 14-15 Year Olds and 16+ Year Olds on Parent Characteristics: One-way ANOVA

Var No.	Variable Name	1 10-13 N=23	2 14-15 N=63	3 16+ N=78	F- Ratio	Prob. Level	Group Separation
001	Parental self-esteem	26.9	31.3	31.7	10.7	.000	2,3 > 1
002	Parental social estrangement	13.7	12.9	13.2	.9	.428	--
003	Parental powerlessness	7.5	6.8	6.7	3.1	.046	1 > 2,3
004	Parental attitude against self deviance	42.4	43.9	45.2	2.4	.095	--
005	Life events' scale	16.7	16.7	16.7	.0	.997	--
006	Marital conflict	7.9	7.8	7.9	.0	.975	--
007	Parental dissatisfaction	27.2	28.0	27.1	.4	.684	--
008	Parental achievement demands	9.9	9.6	9.6	.4	.677	--
009	Parental attitudes against child's deviance	48.3	50.0	49.5	.8	.469	--
025	Parental negative labeling	20.7	22.7	19.2	4.0	.021	2 > 3

Table G-26 Global Differences Between 10-13 Year Olds, 14-15 Year Olds, and 16+ Year Olds on Parent-child Relationships: One-way ANOVA

Var No.	Variable Name	1 10-13 N = 23	2 14-15 N = 63	3 16+ N = 78	F- Ratio	Prob. Level	Group Separation
010	Nurturance	12.0	12.1	12.2	.1	.929	--
011	Affective reward	12.3	12.3	12.6	.7	.512	--
012	Instrumental companionship	4.0	2.8	2.8	1.1	.350	--
013	Affiliative companionship	12.1	11.4	11.2	2.1	.125	--
014	Prescriptiveness	13.0	12.6	12.7	.7	.483	--
015	Social isolation	10.0	7.0	5.1	18.0	.000	1 7 2 7 3
016	Deprivation of privileges	9.0	7.8	7.5	3.4	.036	1 7 2, 3
017	Protectiveness	11.2	9.2	8.4	8.3	.000	1 7 2, 3
018	Power	13.4	11.3	9.7	14.7	.000	1 7 2 7 3
019	Achievement demands	9.5	8.4	8.4	1.7	.184	--
020	Affective punishment	11.0	8.4	7.9	5.5	.005	1 7 2, 3
021	Principled discipline	11.0	11.0	11.2	.5	.582	--
022	Indulgence	5.2	5.5	5.3	.4	.671	--
023	Expressive rejection	9.1	8.6	7.7	3.7	.027	--
024	Physical punishment	7.1	5.0	4.3	17.3	.000	1 7 2, 3



Table G-27 Global Differences Between 10-13 Year Olds, 14-15 Year Olds, and 16+ Year Olds on School Variables: One-way ANOVA

Var No.	Variable Name	1 10-13 N=23	2 14-15 N=63	3 16+ N=78	F- Ratio	Prob. Level	Group Separation
026	Grade in English	3.7	3.1	3.2	2.0	.141	--
027	Overall grade	3.5	3.2	3.2	1.9	.157	--
028	Track	1.8	2.1	2.2	1.1	.353	--
029	Repeated grade	1.4	1.4	1.5	.3	.709	--
030	Time spent extra-mural activities	2.2	2.0	2.3	1.2	.296	--
031	School involvement (reversed score)	3.1	4.0	3.7	4.6	.012	2,3 > 1
032	Aspiration for involvement (reversed score)	2.0	3.2	3.3	7.4	.001	2,3 > 1
033	Involvement/aspiration disjunction	1.2	.9	.6	3.3	.041	--
034	Negative labeling by teachers	18.1	21.2	17.2	6.5	.002	2 > 3
035	Educational aspirations	3.3	3.0	3.3	.8	.445	--
036	Educational expectations	3.0	2.8	3.0	.4	.689	--
037	Educational/aspirational expectation disjunction	.3	.3	.3	.1	.884	--
038	Occupational aspirations	3.2	3.3	3.6	.5	.633	--
039	Occupational expectations	2.3	2.4	2.5	1.0	.383	--
040	Attitudes to school	28.7	23.1	23.9	7.7	.001	1 > 2,3

Table G-28 Global Differences Between 10-13 Year Olds, 14-15 Year Olds, and 16+ Year Olds on Peer Variables: One-way ANOVA

Var No.	Variable Name	1 10-13 N=23	2 14-15 N=63	3 16+ N=78	F- Ratio	Prob. Level	Group Separation
041	Number of friends	4.1	3.6	3.0	7.6	.001	1,2 > 3
042	Time spent with friends	4.3	3.8	3.8	1.1	.323	--
043	Time spent with parents	3.4	2.8	2.7	1.7	.183	--
044	Time spent with self	2.4	3.9	3.5	9.3	.000	2,3 > 1 {
045	Commitment to peers	5.1	5.1	4.8	.5	.632	--
046	Normative pressure of friendship group	25.1	23.8	24.0	.7	.520	--
047	Friends' delinquency	29.8	33.6	33.4	2.0	.145	--

Table G-29 Global Differences Between 10-13 Year Olds, 14-15 Year Olds, 16+ Year Olds on Parent-child Relations: Child Perceptions  
One-way ANOVA

Var No.	Variable Name	1 10-13 N =23	2 14-15 N =63	3 16+ N=78	F- Ratio	Prob. Level	Group Separation
048	Affective reward	11.7	10.8	10.5	1.4	.253	--
049	Instrumental companionship	10.9	9.0	8.4	4.5	.012	1 > 3, 2
050	Affiliative companionship	10.6	9.7	9.4	1.6	.215	--
051	Prescriptiveness	13.0	12.8	12.5	0.4	.653	--
052	Social isolation	7.2	6.3	5.0	8.8	.000	2, 1 > 3
053	Expressive rejection	9.1	11.3	9.6	5.8	.004	2 > 1, 3
054	Physical punishment	6.8	6.3	4.7	7.3	.001	2, 1 > 3
055	Protectiveness	10.3	8.9	7.9	7.8	.001	1 > 2 > 3
056	Nurturance	11.1	9.8	9.4	3.4	.036	1 > 3
057	Deprivation of privileges	7.3	7.9	6.8	2.1	.131	--
058	Child power	12.3	11.4	8.8	17.8	.000	2, 1 > 3
059	Achievement demands	9.3	9.2	8.9	0.2	.837	--
060	Affective punishment	9.4	9.9	9.0	1.9	.154	--
061	Principle discipline	9.9	8.8	8.9	1.8	.163	--
062	Indulgence	4.5	4.6	4.9	1.1	.349	--
063	Child's perception of parents' dissatisfaction	27.8	28.1	26.6	1.5	.218	--
064	Child's rejection of parents	15.7	19.7	17.3	4.5	.012	2 > 1, 3
065	Child's perception of parental rejection	10.5	11.7	11.3	0.9	.407	--
066	Differential treatment	20.8	20.8	20.0	0.5	.628	--
067	Perceived marital conflict	8.9	9.7	9.4	0.2	.788	--
073	Battering	4.0	4.1	4.1	0.0	.975	--

Table G-30 Global Differences Between 10-13 Year Olds, 14-15 Year Olds, 16+ Year Olds on Personal Variables and Delinquent Behavior

Var No.	Variable Name	1 10-13 N=23	2 14-15 N=63	3 16+ N=78	F- Ratio	Prob. Level	Group Separation
68	Child powerlessness	33.6	33.5	32.8	0.8	.433	--
69	Child self esteem	23.7	24.0	25.1	1.8	.166	--
70	Normlessness	13.2	13.1	12.9	0.2	.807	--
71	Societal Estrangement	14.4	14.0	13.7	1.1	.337	--
72	SRD last year	22.6	27.0	25.6	3.7	.026	3,2 > 1
74	SRD before	22.9	28.2	27.6	4.4	.013	3,2 > 1
75	SRD during	17.9	22.6	22.6	5.1	.007	2,3 > 1

Table G-30b Ratios of Parents and Child Perceptions of Their Relations

Var No.	Variable Name	1 10-13 N=23	2 14-15 N=63	3 16+ N=78	F- Ratio	Prob. Level	Group Separation
427	PDV/CDV	0.9	0.9	0.9	3.0	.055	---
428	MAR/PMAR	0.9	0.9	0.9	0.1	.909	---
429	SAT/PSAT	1.0	1.0	1.0	0.6	.602	--
430	NP/NC	1.2	1.4	1.4	1.0	.359	--
431	ARP/ARC	1.2	1.3	1.3	0.8	.434	---
432	ICP/ICC	1.2	1.3	1.4	0.7	.479	--
433	ACP/ACC	1.3	1.3	1.3	0.1	.887	--
434	PREP/PREC	1.0	1.0	1.0	0.0	.962	--
435	SIP/SIC	1.9	1.3	1.2	3.2	.045	1 2 3
436	DPP/DPC	1.6	1.1	1.4	2.4	.093	--
437	PROP/PROC	1.2	1.1	1.1	0.1	.946	--
438	POWP/POWC	1.1	1.1	1.3	1.9	.149	--
439	ADP/ADC	1.1	1.0	1.1	0.6	.557	--
440	APP/APC	1.4	0.9	0.9	5.6	.005	1 2, 3
441	PDP/PDC	1.2	1.3	1.4	1.8	.161	--
442	IP/IC	1.3	1.4	1.2	1.5	.219	--
443	ERP/ERG	1.2	0.8	0.9	7.6	.001	1 2, 3
444	PPP/PPC	1.2	0.9	1.0	2.9	.055	1 2

Table G-31 Global Differences Between Males and Females on Parent Characteristics, One-way ANOVA

Var No.	Variable Name	1 Males N = 71	2 Females N = 93	F- Ratio	Prob Level	Group Separation
001	Parent self-esteem	31.0	30.8	0.1	.777	--
002	Parental social estrangement	12.9	13.3	1.2	.279	--
003	Parental powerlessness	6.9	6.8	0.4	.520	--
004	Parental attitude against self deviance	43.3	45.1	3.9	.050	--
005	Life events scale	17.0	16.5	1.1	.296	--
006	Marital conflict	8.4	7.5	2.7	.106	--
007	Parental dissatisfaction	27.5	27.4	0.0	.889	--
008	Parental Achievement demands	9.5	9.7	.6	.452	--
009	Parental attitudes against child's deviance	48.6	50.3	3.9	.047	27.1
025	Parental negative labeling	20.7	20.8	0.0	.925	--

Table G-32 Global Differences Between Males and Females on Parent-Child Relationships - One-way ANOVA

Var. No.	Variable Name	1 Males N = 71	2 Females N = 93	F- Ratio	Prob Level	Group Separation
10	Nurturance	12.2	12.2	0.0	.988	--
11	Affective reward	12.2	12.6	2.4	.120	--
12	Instrumental companionship	10.3	10.2	0.0	.913	--
13	Affective Companionship	11.4	11.5	0.0	.846	--
14	Prescriptiveness	12.5	12.8	1.3	.251	--
15	Social isolation	6.8	6.2	1.3	.249	--
16	Deprivation of privileges	8.2	7.5	3.6	.059	--
17	Protectiveness	8.5	9.5	4.6	.034	2 > 1
18	Power	10.8	10.9	0.0	.836	--
19	Achievement demands	8.4	8.6	0.3	.569	--
20	Affective punishment	9.2	8.0	3.9	.049	--
21	Principled discipline	11.1	11.1	0.0	.982	--
22	Indulgence	5.1	5.6	4.9	.028	2 > 1
23	Expressive rejection	8.6	8.0	1.9	.164	--
24	Physical punishment	4.9	4.9	0.0	.894	--

Table G-33 Global Differences Between Males and Females on School Variables:  
One-way ANOVA

Var No.	Variable Name	1 Males N = 71	2 Females N = 93	F- Ratio	Prob/ Level	Group Separation
26	Grade in English	3.2	3.3	1.2	.281	--
27	Overall grade	3.0	3.3	5.2	.023	2 > 1
28	Track	2.0	2.1	1.7	.215	--
29	Repeated grade	1.5	1.4	0.9	.346	--
30	Time spent extra-mural	2.3	2.1	0.7	.396	--
31	School involvement	3.8	3.7	0.1	.718	--
32	Aspiration for involvement	3.1	3.0	0.0	.926	--
33	Involvement aspiration disjunction	0.8	0.8	0.0	.844	--
34	Negative labeling by teachers	20.0	18.1	3.2	.074	--
35	Educational aspirations	3.4	3.0	3.2	.077	--
36	Educational expectations	3.0	2.9	0.6	.441	--
37	Educational aspiration- expectation disjunction	0.4	0.3	0.9	.341	--
38	Occupational aspirations	3.6	3.3	0.8	.375	--
39	Occupational expectations	2.3	2.4	0.3	.605	--
40	Attitudes to school	24.0	24.5	0.3	.596	--



Table G-34 Global Differences Between Males and Female on Peer Variables:  
One-way ANOVA

Var No.	Variable Name	1. Males N = 71	2 Females N = 93	F- Ratio	Prob Level	Group Separation
41	Number of friends	3.6	3.2	4.1	.043	1 > 2
42	Time spent with friends	3.9	3.8	0.4	.518	+
43	Time spent with parents	3.0	2.7	1.6	.201	--
44	Time spent with self	3.4	3.6	0.9	.344	--
45	Commitment to peers	4.7	5.1	2.3	.133	--
46	Normative pressure of friendship group	24.6	23.6	1.6	.213	--
47	Friends delinquency	33.1	32.9	.0	.886	+

Table G-35 Global Differences Between Males and Females on Parent-Child Relations: Child's Perception: One-way ANOVA

Var No.	Variable Name	1 Males N = 71	2 Females N = 93	F- Ratio	Prob. Level	Group Separation
048	Affective reward	11.3	10.3	4.6	.033	1 > 2
049	Instrumental companionship	9.0	9.0	.0	.902	--
050	Affiliative companionship	10.1	9.5	1.9	.175	--
051	Prescriptiveness	12.7	12.7	.1	.787	--
052	Social isolation	5.3	6.1	3.8	.054	--
053	Expressive rejection	10.0	10.3	0.3	.616	--
054	Physical punishment	5.2	6.0	2.7	.101	--
055	Protectiveness	8.3	8.9	2.4	.122	--
056	Nurturance	10.4	9.4	5.5	.021	2 > 1
057	Deprivation of privileges	6.9	7.6	2.2	.144	---
058	Child power	9.8	10.6	2.4	.121	--
059	Achievement demands	9.1	9.0	0.0	.862	--
060	Affective Punishment	9.0	9.7	2.9	.091	--
061	Principled discipline	9.6	8.5	7.4	.007	2 > 1
062	Indulgence	4.7	4.7	0.0	.964	--
063	Child's perception of parents' dissatisfaction	27.1	27.5	0.3	.602	--
064	Child's rejection of parents	17.6	18.2	0.5	.483	--
065	Child's perception of parental rejection	10.6	11.9	4.6	.033	1 > 2
066	Differential treatment	19.5	21.0	3.2	.074	--
067	Perceived marital conflict	9.1	9.6	0.4	.509	--
073	Battering	3.7	4.4	14.1	.000	1 > 2

Table G-36 Global Differences Between Males and Females on Personal Variables and Delinquent Behavior

Var No.	Variable Name	1 Males N = 71	2 Females N = 93	F- Ratio	Prob. Level	Group Separation
68	Child powerlessness	32.5	33.7	4.6	.033	2 > 1
69	Child self-esteem	24.8	24.3	0.7	.397	--
70	Normlessness	13.3	12.7	2.4	.124	--
71	Societal estrangement	13.6	14.1	2.1	.141	--
72	Self reported delinquency last year	26.7	24.9	2.8	.096	--
74	Self reported delinquency (before running)	27.3	27.1	0.0	.875	--
75	Self reported delinquency (during running)	22.0	22.0	0.0	.976	--

Table G-37 Ratios of Parents and Child Perceptions of Their Relationships\*

Var No.	Variable Name	1 Males N = 71	2 Females N = 93	F- Ratio	Prob. Level	Group Separation
427	PDV/CDV	0.9	0.9	0.2	.657	--
428	MAR/PMAR	1.0	0.9	3.9	.052	--
429	SAT/PSAT	1.0	1.0	0.5	.490	--
430	NA/NC	1.2	1.5	5.9	.016	2 > 1
431	ARP/ARC	1.2	1.4	5.9	.016	2 > 1
432	ICP/ICC	1.3	1.4	0.3	.567	--
433	ACP/ACC	1.2	1.3	1.4	.246	--
434	PREP/PREC	1.0	1.1	0.7	.390	--
435	SIP/SIC	1.6	1.2	4.1	.046	1 > 2
436	DPP/DPC	1.4	1.2	3.8	.052	--
437	PROP/PROG	1.1	1.2	0.2	.648	--
438	POWP/POWC	1.2	1.1	1.2	.275	--
439	ADP/ADC	1.0	1.1	0.5	.499	--
440	APP/APC	1.1	0.9	6.7	.011	1 > 2
441	PDP/PDC	1.3	1.4	4.7	.032	2 > 1
442	IP/IC	1.2	1.4	4.7	.031	2 > 1
443	ERP/ERC	0.9	0.9	0.2	.642	--
444	PPP/PFC	1.1	1.0	2.5	.116	--

\* See pages 76-79 for a key to the acronyms. A P or C indicates parent and child measures, respectively. In each case, the parent measure is the numerator of the ratio.

## APPENDIX H

Correspondence Related to  
Selection of Purposive Sample

## District Court

THIRTEENTH JUDICIAL DISTRICT OF COLORADO  
STERLING, COLORADO 80781CHAMBERS  
EARL A. WOLVINGTON  
CHIEF JUDGE

October 31, 1974

TELEPHONE  
522-0505Dr. Tim Brennan  
2305 Canyon Boulevard  
Boulder, Colorado 80302

Dear Dr. Brennan:

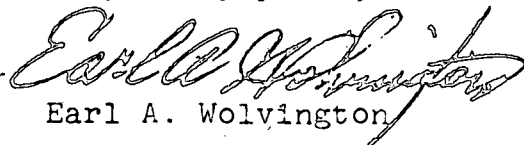
This will acknowledge receipt of your letter of October 22 together with it's enclosure.

I have no jurisdiction to authorize, direct, order, or in any other manner interfere with the operation of any Police Department, Sheriff's Department, Department of Social Services, et cetera.

In paragraph two on page two of your letter, you state; "Names would not be needed," and the same thing in paragraph four. However, in paragraph five you expect to discuss matters with the parent and the child. This is inconsistent because in order to talk to the parent or child, you would have to have some names.

You are perfectly at liberty to interview any department you wish and obtain whatever information they wish to release to you, but I will not interfere.

Very truly yours,

  
Earl A. Wolvington

EAW/hrr

MON. ORRELLE R. WEEKS

MON. JON L. LAWRITSON

MON. MORRIS E. COLE



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DONALD E. FULLER  
Dir. Court Services

DENVER JUVENILE COURT

CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202

303 / 297-2331

November 26, 1974

Dr. Tim Brennan  
Senior Research Associate  
Behavioral Research and Evaluation Corporation  
2305 Canyon Boulevard, Suite #101  
Boulder, Colorado 80302

Dear Dr. Brennan:

This letter will confirm our two prior telephone conversations of November 22, 1974 and November 25, 1974, respectively. I have also examined your letter directed to Dr. Don Fuller, Director of Court Services, dated October 21, 1974, which included a copy of "A Pilot Study to Determine the Feasibility of Estimating the Incidence of Runaway" to be conducted by Behavioral Research and Evaluation Corporation funded by a grant obtained from the U.S. Department of Health, Education and Welfare.

You have requested access to all parental requests for apprehensions made to the Denver Police Department on alleged runaway children during the year of 1974; from which information you propose to interview a sample of approximately 150 runaway families, including both the parents and the minor child. Although you are not requesting the name of the family or child, you are requesting specifically: address, sex, ethnicity, age, date of reported runaway and from this will make an interview contact.

Unfortunately, the release of such police information, whether the juvenile and his family are identified by name or not, requires a court order which Denver Juvenile Court cannot authorize. Specifically the Colorado Children's Code at 22-2-2 (5) and (6), C.R.S. 1963 as amended provides:

Dr. Tim Brennan  
 November 26, 1974  
 Page 2

(5) (a) The records of law enforcement officers concerning all children taken into temporary custody or issued a summons under the provisions of this article shall be maintained separately from the records of arrest and may not be inspected by or disclosed to the public including the names of children taken into temporary custody or issued a summons, except:

(b) By order of the court;

(c) When the court orders the child to be held for criminal proceedings, as provided in section 22-1-4 (4); or

(d) When there has been a criminal conviction, and a pre-sentence investigation is being made on an application for probation.

(6) No fingerprint, photograph, name, address, or other information concerning identity of a child taken into temporary custody or issued a summons under the provisions of this article may be transmitted to the federal bureau of investigation or any other person or agency, except a local law enforcement agency when necessary to assist in apprehension or to conduct a current investigation, or when the court orders the child to be held for criminal proceedings, as provided in section 22-1-4 (4).

It is clear from the foregoing that the legislative intent is to maintain the confidentiality of the juvenile's record. In addition, the unsolicited contact made by Behavioral Research and Evaluation Corporation with the juvenile and his family would constitute an invasion of privacy.

Although the purposes of the research project are laudable and would provide a useful tool for those agencies dealing with juvenile runaways by developing a profile of the runaway and his family, the method of developing data is in direct conflict with the Colorado Children's Code. I sincerely hope you are able to devise another method for obtaining data to conduct this worthwhile study. Perhaps in the future you should contact the court and other agencies from whom data on juveniles is sought before actually commencing a research project.



Dr. Tim Brennan  
November 26, 1974  
Page 3

I must also apologize for the delay in responding to your letter of October 21, 1974. As you are no doubt aware, Dr. Fuller recently resigned as Director of Court Services and your request was not brought to my personal attention until our conversation of November 22, 1974.

If I can be of any further assistance, please do not hesitate to contact me.

Very truly yours,



Orrelle R. Weeks  
Presiding Judge

ORW:lvp

cc: Ronald J. Hebbelman, Acting Director of Court Services  
William Hallman, Division Chief, Juvenile Delinquency Control  
Betty Johnson, Denver Department of Social Services  
Larry Grauberger, Juvenile Justice Specialist, Division  
of Criminal Justice

# behavioral research and evaluation corporation

BASIC RESEARCH, PROGRAM EVALUATION AND CONSULTATION

delbert s. elliot, ph.d., director

tim brennan, ph.d., senior research associate

franklyn w. dunford, ph.d., senior research associate

January 25, 1975

Chief William Hallman  
Division of Delinquency Control  
Denver Police Department  
1257 Champa  
Denver, Colorado 80204


Dear Chief Hallman:

We are conducting a study of families with children in the 10-18 year age group. We would like to be able to interview some of the families which have been involved in your Juvenile Unit.

We realize that this information is confidential. However, in order to be able to conduct this study we would like to be able to interview a parent and a youth from each family. Would it be possible for your unit to contact some of these families to ask their permission to allow us to come and interview them. Their confidentiality would be completely protected, and under government rules for these studies we are bound to protect the anonymity of each family. Their names and addresses would be destroyed after the interview was done. Additionally, we offer \$5.00 to each participating family for their time. The study deals with services needed by families and is designed to provide information on parents and their children. - Parents and children to be interviewed would have the opportunity to view the entire questionnaire and to participate in a discussion related to the questionnaire before they decide whether or not they wish to participate in the survey. We have found that most people have enjoyed participating in this study and have found it worthwhile to tell us what they think about families and the services required by families.

Those families who would enjoy taking part in this study could volunteer simply by mailing the enclosed post card back to our office.

Sincerely,



Timothy Brennan  
Senior Research Associate

TB:sj

491

HON. ORRELLE R. WEEKS

HON. JON L. LAWRIE

HON. MORRIS E. COLE



488

## DENVER JUVENILE COURT

CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202

303 / 297-2331

### POLICE INTRODUCTION LETTER

Dear Mr. and Mrs. \_\_\_\_\_:

We have received a request for names and addresses of families to participate in a governmental research survey of families. This study and the applicable procedures are explained in the attached letter.

We are NOT empowered to release your name or address and have no intention of making these releases to the research team. However, the researchers would greatly appreciate your volunteering for this study. If you wish to volunteer you can mail the enclosed card to the research agency which is doing the survey.

Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

Sincerely,

Chief William Hallman  
Delinquency Control Division  
Denver Police Department

## POLICE INTRODUCTION LETTER

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Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

Sincerely,

Chief William Hallman  
Delinquency Control Department

January 3, 1975

Chief William Hallman  
Division of Delinquency Control  
Denver Police Department  
1257 Champa  
Denver, Colorado 80204

Dear Chief Hallman:

We are conducting a study of families with children in the 10-18 year age group. We would like to be able to interview some of the families which have been involved in your Juvenile Unit.

We realize that this information is confidential. However, in order to be able to conduct this study we would like to be able to interview a parent and a youth from each family. Would it be possible for your unit to contact some of these families to ask their permission to allow us to come and interview them. Their confidentiality would be completely protected, and under government rules for these studies we are bound to protect the anonymity of each family. Their names and addresses would be destroyed after the interview was done. Additionally, we offer \$5.00 to each participating family for their time. The study deals with services needed by families and is designed to provide information on parents and their children. Parents and children to be interviewed would have the opportunity to view the entire questionnaire and to participate in a discussion related to the questionnaire before they decide whether or not they wish to participate in the survey. We have found that most people have enjoyed participating in this study and have found it worthwhile to tell us what they think about families and the services required by families.

Those families who would enjoy taking part in this study could volunteer simply by mailing the enclosed post card back to our office.

Sincerely,

Timothy Brennan  
Senior Research Associate

HON. ORRELLE R. WEEKS

HON. JON L. LAWRIE

HON. MORRIS COLE



491

DENVER JUVENILE COURT

CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202  
303 / 297-2331

January 17, 1975

Dr. Tim Brennan  
Behavioral Research & Evaluation Corporation  
2305 Canyon Boulevard, Suite 101  
Boulder, Colorado 80302

Dear Tim:

Enclosed are examples of the two letters that are to be used in regard to your family research survey. It is the understanding of the Court and the Police Department that these two letters will be used in their exact context with no deletions or additions whatsoever. It is the spirit and intent of these letters to convey that the Police Department is not supporting or soliciting for your survey and that the parents and children are completely informed regarding the survey and have the right and privilege of making the decision.

The arrangements for the clerical processing of the letters will be made with Chief William Hallman, Delinquency Control Division, Denver Police Department.

Sincerely,

Ronald J. Hebbelman  
Acting Director of Court Services

RJH:cr

Encls.

I have read and accepted the conditions of the letters and will proceed accordingly.

Tim Brennan, Ph.D.  
Senior Research Associate  
Behavioral Research & Evaluation Corp.

LEWIS WEEKS

LAWRITSON

LISE COLE



## DENVER JUVENILE COURT

CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202

303 / 297-2331

## POLICE INTRODUCTION LETTER

Dear Mr. and Mrs. \_\_\_\_\_:

We have received a request for names and addresses of families to participate in a governmental research survey of families. This study and the applicable procedures are explained in the attached letter.

We are NOT empowered to release your name or address and have no intention of making these releases to the research team. However, the researchers would greatly appreciate your volunteering for this study. If you wish to volunteer you can mail the enclosed card to the research agency which is doing the survey.

Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

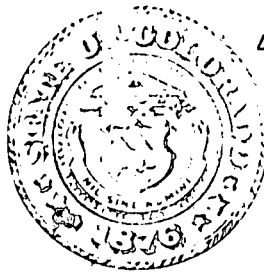
Sincerely,

Chief William Hallman  
Delinquency Control Division  
Denver Police Department

ER WEEKS

LAGRITSON

COLE



493

## DENVER JUVENILE COURT

CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202  
303 / 297-2331

### POLICE INTRODUCTION LETTER

Dear Mr. and Mrs. \_\_\_\_\_:

We have received a request for names and addresses of families to participate in a governmental research survey of families. This study and the applicable procedures are explained in the attached letter.

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Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

Sincerely,

Chief William Hallman  
Delinquency Control Division  
Denver Police Department



RELLER WEEKS

L. LAWRIE

ORRIS E. COLE



## DENVER JUVENILE COURT

CITY AND COUNTY BUILDING  
DENVER, COLORADO 80202  
303 / 297-2331

## POLICE INTRODUCTION LETTER

Dear Mr. and Mrs. \_\_\_\_\_:

We have received a request for names and addresses of families to participate in a governmental research survey of families. This study and the applicable procedures are explained in the attached letter.

We are NOT empowered to release your name or address and have no intention of making these releases to the research team. However, the researchers would greatly appreciate your volunteering for this study. If you wish to volunteer you can mail the enclosed card to the research agency which is doing the survey.

Your participation in this study is PURELY on a voluntary basis and does not involve the Police Department. The only way the researchers will find out your name and address is if you mail the enclosed card.

Sincerely,

Chief William Hallman  
Delinquency Control Division  
Denver Police Department

## DENVER PUBLIC SCHOOLS

900 GRANT STREET / DENVER, CO 80203

LOUIS J. KISHKUNAS, Superintendent



DIVISION OF EDUCATION

ROSCOE I. DAVIDSON, Assistant Superintendent

February 12, 1975

Dr. Tim Brennan  
Senior Research Associate  
2305 Canyon Boulevard, Suite #101  
Boulder, Colorado 80302

Dear Dr. Brennan:

We regret to inform you that your request to do research in the Denver Public Schools has been disapproved by the administrative staff. The reasons for this disapproval are the same as those we discussed in our telephone conversations.

If you wish to discuss the matter further, please call me at 266-2255, extension 211.

Sincerely, -

A handwritten signature in cursive script that reads "Barry B. Beal".

Barry B. Beal  
Supervisor, Department of  
Development and Evaluation

BBB:ld

## APPENDIX I

Use of Services  
by Respondents

Table I-1 USE OF SERVICES BY PARENTS

Number of Times Used and Degree of Helpfulness

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Mother	8	18 5 31	4	10 5 19	50
Father	0	3 0 3	0	0 0 0	3
Both Parents	2	28 1 31	1	12 0 13	44
Family	0	1 1 2	0	1 1 1	2
Total	10	50 7 67	5	22 6 33	100
Satisfaction					
Very Helpful	7	24 4 35	4	13 1 18	53
Somewhat Helpful	50	7 0 7	0	4 3 7	14
Not Especially Helpful	2	4 3 9	0	0 0 0	9
Not Helpful	0	4 0 4	0	3 1 4	8
Not Helpful at All	2	11 0 13	2	1 3 16	16
Mean Helpfulness Across all Requests		3.7		4.03	3.8

Table I-2 USE OF SERVICES BY PARENTS

## Number of Times Used and Degree of Helpfulness - POLICE

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Mother	4	29 11 44	3	13 3 19	63
Father	0	10 10 20	0	4 0 4	14
Both Parents	1	34 3 38	2	21 1 24	62
Family	1	0 1 1			2
Total	6	73 15 94	5	38 4 47	141
Satisfaction	3	22 10 35	2	9 1 12	47
Very Helpful	1	18 3 22	0	7 3 10	32
Somewhat Helpful	1	14 2 17	2	11 0 13	30
Not Especially Helpful	0	7 1 8	0	3 1 4	12
Not Helpful	1	10 0 11	1	8 0 9	20
Not Helpful at All					
Mean Helpfulness Across all Requests		3.67		3.25	3.5

## USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - SCHOOL

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Mother	5	12 5 22	3	7 5 15	27
Father	0	4 1 5	0	0 0 0	5
Both Parents	2	11 3 16	2	8 1 11	27
Family	2	0 3 5	0	0 1 1	6
Total	9	27 12 48	5	15 7 27	75

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - SCHOOL (Con't)

Satisfaction	First Episode			Most Recent Episode			Overall Total
	Prior	During	After Total	Prior	During	After Total	
Very Helpful	3	5	3	11	1	2	15
Somewhat Helpful	2	5	1	8	1	5	16
Not Especially Helpful		1	2	3	1	2	12
Not Helpful	1	3	2	6	2	1	9
Not Helpful at All	4	11	3	18	3	4	26
Mean Helpfulness Across All Requests	2.7			2.9			2.8

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - MINISTER, RABBI, PRIEST

User	3	7	3	13	1	2	2	5	18
Mother									
Father	1	2	0	3	0	0	0	0	3
Both Parents	2	7	3	12	1	6	1	8	20
Family	0	0	3	3	0	0	1	1	4
Total	6	16	9	31	2	8	4	14	45

Table 1-4

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - MINISTER, RABBI, PRIEST (Con't)

	First Episode			Most Recent Episode			Overall Total
	Prior	During	After Total	Prior	During	After Total	
Satisfaction							
Very Helpful	1	8	14	1	3	7	21
Somewhat Helpful	2	6	9	1	3	4	13
Not Especially Helpful	3	0	3	1	1	2	5
Not Helpful	1	2	3	0	1	2	8
Not Helpful at All	0	1	1	0	0	0	1
Mean Helpfulness Across All Requests			3.87			4.1	3.9

507

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - RUNAWAY HOUSE

User	1	3	0	4	0	2	1	3	7
Mother									
Father	0	0	0	0	0	0	0	0	0
Both Parents	0	1	0	1	1	0	0	1	2
Family	1	0	2	3	0	0	0	0	3
Total	2	4	4	8	1	2	1	4	12

508

Table I-5

## USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - RUNAWAY HOUSE (Con't)

	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Satisfaction	0	2 1 3	0	0 0 0	3
Very Helpful	1	1 1 3	0	1 1 2	5
Somewhat Helpful	0	0 0 0	0	0 0 0	0
Not Especially Helpful	0	0 0 0	0	1 0 1	1
Not Helpful	0	0 0 0	0	0 0 0	0
Not Helpful at All	0	0 0 0	0	0 0 0	0
Mean Helpfulness Across all Requests		4.5		3.3	4.1

501

## USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - SOCIAL SERVICE AGENCY

User	5	11	16	32	8	20	16	44	76
Mother	0	1	0	1	0	0	1	1	2
Father	3	7	4	14	4	10	10	24	38
Both Parents	3	5	24	32	6	4	20	30	62
Family	11	24	44	79	18	34	47	99	178
Total									



Table I-6  
USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - SOCIAL SERVICES AGENCY (Con't)

	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Satisfaction Very Helpful	3	8 21 32	5	19 22 46	78
Somewhat Helpful	2	7 10 19	11	7 17 35	54
Not Especially Helpful	3	2 5 10	1	3 7	17
Not Helpful	0	2 2 4	1	0 1 2	6
Not Helpful at All	3	4 5 12	2	5 4 11	23
Mean Helpfulness Across all Requests		3.7		4	3.9

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - DOCTOR, M.D.

User	Prior	During After Total	Prior	During After Total	Overall Total
Mother	2	5 3 10	1	1 3 5	15
Father	0	0 0 0	0	0 0 0	0
Both Parents	0	2 1 3	0	1 0 1	4
Family	1	0 1 2	0	0 1 1	3
Total	3	7 5 15	1	2 4 7	22

Table I-7

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - DOCTOR, M.D. (Con't)

	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Satisfaction					
Very Helpful	0	4 4 8	0	1 3 4	12
Somewhat Helpful	2	1 3	0	0 0	3
Not Especially Helpful	1	0 0 1	0	0 0	1
Not Helpful	0	0 0 1	1	0 0 1	2
Not Helpful at All	0	0 0 0	0	0 0 0	0
Mean Helpfulness Across All Requests		4.4	4.4	4.4	

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - PSYCHIATRIST

User	1	2	3	6	1	2	3	6	12
Mother									
Father	0	0	1	1	0	0	0	0	1
Both Parents	0	1	0	1	1	3	0	4	5
Family	1	0	1	2	3	0	4	7	9
Total	2	3	5	10	5	5	7	17	27

Table I-8  
USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - PSYCHIATRIST (cont'd.)

	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Satisfaction	0	0	4	4	7
Very Helpful	0	1	2	3	8
Somewhat Helpful	1	0	1	1	3
Not Especially Helpful	0	2	0	2	4
Not Helpful	0	0	0	0	0
Not Helpful at All	0	0	0	0	0
Mean Helpfulness Across all Requests	3.9		3.75		3.8

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - OTHER

User	2	8	9	19	6	8	10	24	43
Mother	0	1	0	0	0	0	0	0	1
Father	0	5	3	8	3	4	7	14	22
Both Parents	1	3	5	9	1	3	6	10	19
Family	3	17	17	37	10	15	23	48	85
Total									

Table I-9

USE OF SERVICES BY PARENTS - Number of times used and degree of helpfulness - OTHER (Con't)

	First Episode			Most Recent Episode			Overall Total
	Prior	During	After Total	Prior	During	After Total	
Satisfaction							
Very Helpful	1	12	8	21	2	7	44
Somewhat Helpful	1	1	3	5	2	4	16
Not Especially Helpful	0	1	3	4	2	0	7
Not Helpful	1	0	2	3	1	0	4
Not Helpful at All	0	2	3	5	4	6	19
Mean Helpfulness Across all Requests				3.9		3.5	3.7

Table I-10

## USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - RELATIVE/FRIENDS

User	First Episode			Most Recent Episode			Overall Total
	Prior	During	After	Prior	During	After	
Male Runaways	7	16	6	29	4	8	43
Female Runaways	17	29	6	52	9	16	79
Total	24	45	12	81	13	24	122
Satisfaction							
Very Helpful	10	28	4	42	7	10	63
Somewhat Helpful	9	10	2	21	5	10	36
Not Especially Helpful	3	3	2	8	1	3	12
Not Helpful	1	2	0	3	0	1	4
Not Helpful at All	0	1	1	2	0	0	2
Mean Helpfulness across all requests				4.3		4.4	4.3

## USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - POLICE

User	Prior	During	After	Prior	During	After	Overall Total
Male Runaways	0	3	1	4	0	0	4
Female Runaways	0	3	2	5	1	1	8
Total	0	6	3	9	0	0	12

Table I-11  
USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - POLICE (Con't)

	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Satisfaction Very Helpful	0	2 0 2	0	1 1	3
Somewhat Helpful	0	2 3 5	0	1 1	6
Not Especially Helpful	0	0 0 0	0	0 0	0
Not Helpful	0	2 0 2	1	0 1	3
Not Helpful at All	0	0 0 0			
Mean Helpfulness across all requests		3.8		3.7	3.75

USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - SCHOOL

User	1	0	2	3	0	0	1	1	4
Male Runaways									
Female Runaways	3	4 2 9	3	1 1	5	14			
Total	4	4 4 12	3	1 2	6	18			
Satisfaction Very Helpful	2	3 0 5				5			
Somewhat Helpful	2	1 1 4	2	0 2	4	8			
Not Especially Helpful	0	0 1 1	1	0 0	1	2			
Not Helpful	0	0 0 0	0	0 0	0	0			
Not Helpful at All	0	0 0 0	0	0 0	0	0			
Mean helpfulness across all requests		4.4		3.8		4.2			

Table I-12  
USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - MINISTER

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Male Runaways	0	0 0 0	0	1 0 1	1
Female Runaways	1	1 0 2	0	1 1 2	4
Total	1	1 0 2	0	2 1 3	5
Satisfaction					
Very Helpful			0	1 0 1	1
Somewhat Helpful	1	1 0 2	0	0 0 0	2
Not Especially Helpful	0	0 1 1	0	1 0 1	2
Not Helpful	0	0 0 0	0	0 0 0	
Not Helpful at All	0	0 0 0	0	1 1 1	1
Mean Helpfulness across all requests		3.7		3	3.3

USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - RUNAWAY HOUSE

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Male Runaway	1	2 0 3	0	2 0 2	5
Female Runaway	0	4 0 4	1	2 0 3	7
Total	1	6 0 7	1	4 0 5	12

566

	First Episode			Most Recent Episode			Overall Total
	Prior	During	After Total	Prior	During	After Total	
Satisfaction	0	4	1	5			5
Very Helpful	1	1	0	2	1	3	6
Somewhat Helpful	0	1	0	1	0	0	1
Not Especially Helpful	0	0	0	0	0	0	0
Not Helpful	0	0	0	0	0	0	0
Not Helpful at All	0	0	0	0	0	1	1

USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - SOCIAL SERVICE AGENCY

User	2	2	7	11	1	0	8	9	20
Male Runaways	2	2	7	11	1	0	8	9	20
Female Runaways	3	8	12	23	9	4	15	28	51
Total	5	10	19	34	10	4	23	37	71
Satisfaction									
Very Helpful	1	3	4	8	4	3	12	19	27
Somewhat Helpful	3	2	6	11	3	0	4	7	18
Not Especially Helpful	0	2	2	4	0	0	3	3	7
Not Helpful	0	1	2	3	0	0	1	1	4
Not Helpful at All	1	1	4	6	3	0	3	6	12
Mean helpfulness across all requests				3.4				3.9	3.6



Table I-14

## USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - DOCTOR

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Male Runaway	0	0	0	0	1
Female Runaway	0	1	0	2	4
Total	0	1	0	3	5
Satisfaction					
Very Helpful	0	1	0	0	1
Somewhat Helpful	0	0	0	1	1
Not Especially Helpful	0	0	0	0	0
Not Helpful	0	0	0	0	0
Not Helpful at All	0	0	0	0	1
Mean Helpfulness across all requests		3		4	3.33

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## USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - PSYCHIATRIST

User	First Episode		Most Recent Episode		Overall Total
	Prior	During After Total	Prior	During After Total	
Male Runaways	1	0	0	3	5
Female Runaways	1	0	3	5	13
Total	2	5	3	8	18

Table I-15  
USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - PSYCHIATRIST (Con't)

	First Episode			Most Recent Episode			Overall Total
	Prior	During	After	Prior	During	After	
Satisfaction							
Very Helpful	0	0	0	1	0	3	4
Somewhat Helpful	1	0	1	1	0	1	3
Not Especially Helpful	0	0	0	0	0	0	0
Not Helpful	0	0	0	0	0	0	0
Not Helpful at all	1	0	4	0	0	2	7
Mean helpfulness across all requests			1.5			3.75	2.8

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USE OF SERVICES BY YOUTH - Number of times used and degree of helpfulness - OTHER

User									
Male Runaway	0	4	3	7	0	1	2	3	10
Female Runaway	0	5	7	12	1	3	5	9	21
Total	0	9	10	19	1	4	7	12	31
Satisfaction									
Very Helpful	0	7	3	10	1	0	6	7	17
Somewhat Helpful	0	0	3	3	0	1	2	3	6
Not Especially Helpful	0	1	2	3	0	1	0	1	4
Not Helpful	0	0	1	1	1	1	3	5	6
Not Helpful at All	0	1	2	3	0	0	0	0	3
Mean helpfulness across all requests				3.8			3.75		3.77

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APPENDIX J

Procedural Checks

After the First 200 Interviews

## PROCEDURAL CHECKS AFTER THE FIRST 200 INTERVIEWS

## HAVE BEEN COMPLETED

A major function of the screening instrument is to port families into runaway and non-runaway categories. For this purpose a definition--a youth absent from home without his parents' permission or consent--was provisionally adopted for this project. It is possible, however, that in practice this definition will place either too many or too few families into the runaway category. (For example, all youth conceivably could meet this definition and thus all families interviewed would be placed in the runaway category). The term "too many" in this context is used to imply that families who have not experienced a runaway youth, where the meaning of runaway is based on a more common connotation of the term, are being placed in the runaway category. The term "too few" refers to the case where not enough serious runaway problems are being encountered to allow any reliable investigations of the etiology of the runaway phenomenon.

Additionally, it is possible that even if a more restrictive definition were to be employed, the number of runaways encountered in the sample would be much larger than anticipated and the resulting increase in the number of interviews would quickly consume the resources allocated for interviewing.

Due to the above considerations, it was decided that after 200 interviews had been completed, an assessment would be made of the actual rate of placing families into the runaway category. Based on this assessment, alterations in the definition of runaway or in the sampling procedures would be considered. In the following, the problematic cases that could arise and the appropriate action steps to be taken in each case are outlined.



Case 1. Use of the original definition of runaway results in too many families without a "serious runaway" being placed in the runaway category.

This is the outcome ~~assumed~~ most likely to occur. Trivial absences from home, which would not commonly be considered runaway, are being used to place a family in the runaway category. For this reason, an item concerning the maximum time a youth was absent from home without permission was placed in the questionnaire.

Action. Based on an analysis of the maximum lengths of time youths have been absent from home, determine a time limit, not to exceed 8 hours or overnight, to add to the definition of runaway. The actual time limit should be determined so that (based on the sample of 200) the expected number of runaways to be encountered matches the total number of runaways initially expected.

(See p. 6, Documentation of Runaway Questionnaire)

The definition of runaway would become--a youth absent from home without his parents' consent for more than (time limit).

Case 2. The situation described in Case 1 applies but the use of a time limit of 8 hours or overnight still results in too many families being placed in the runaway category.

In this instance, the number of more serious runaways is much higher than anticipated.

Action. In order to maximize the amount of information collected about runaways, continue to interview all runaways and their families but decrease the number of "Control" interviews so that the total number of in-depth interviews does not exceed 1360 (as specified in the proposal). See--a sampling procedure, p. 4, contained in the Documentation of the runaway questionnaire.

Case 3. Too few runaways are being identified through the original definition.

This situation is not expected to occur. However, if it should arise, the original probability sample will be increased to the limit allowed by available resources.

Action. Increase the size of the probability sample in each of the areas previously sampled. The increase in sample size should be determined so that the expected number of runaways to be encountered (based on the sample of 200 and within the limits of available resources) matches the total number of runaways initially expected.

In addition to the above considerations, after the first 200 interviews have been completed, several other checks monitoring the functioning of the interviews in the field will be made. These checks include:

1) An examination of questionnaires from households belonging to the purposive sample. If runaways are not being identified in these households, the runaway identification items will be carefully scrutinized and, through discussions with the interviewers, problems and difficulties with the items will be determined. Based on this information, minor changes in the items will be made to increase their capacity to correctly identify runaway youth.

2) A check on the number of control households where teenage youth claim to have runaway, although their parents have claimed that none of their children have run away. This check acts to determine the number of "false negatives" being encountered in the sample. If more than 5% of the control sample can be placed in the "false negative" category, great care will be taken in examining the cause of this outcome and, if possible, remedial steps taken.

3) A check, similar to (2) above, for houses identified as having a runaway youth (parent report). This is an augmentation of the procedural check described on pp. 1-3. If severe disagreement between parents and youth are encountered, an attempt to determine whether this is a result of the particular structure and wording of questionnaire items will be made. Any minor alterations or additions to questionnaire items that would alleviate this problem will be made.

4) A check of the refusal rate. It is anticipated that in 5 to 10% of the households surveyed, the members of the household will refuse to participate in the study. Should a higher refusal rate be encountered, discussions with the interviewers to pin-point the possible causes and solutions to this problem will be scheduled, and feasible solutions implemented.

5) an examination of problems and difficulties encountered by interviewers in the field. Through discussions with the interviewers, questionnaire problems, difficulties with particular items, and logistic problems will be identified, and, where possible, solutions to these problems will be found and implemented.

#### Outcomes of the Procedural Checks after the first 200 interviews

In the following, the outcomes of the procedural checks described above are reported. Due to the somewhat lower than anticipated rate of encountering families with teenaged (10-17 year old) youth and the logistic problems of stopping at precisely 200 completed interviews, the checks were based on the first 284 completed interviews. Since the outcomes of this first group of interviews provided no indication of major problems, the checks were repeated after the first 387 interviews were completed. These outcomes are also reported below.

The frequency of different types of households encountered in the first 284 and in the first 387 households interviewed are provided in the following table.

		Outcomes through first 284 interviews	Outcomes through first 387 interviews
Total number of households interviewed		284	387
Number of households with no teenaged youth		199	255
Households with teenaged youth	Total	58 (21%)	91 (24%)
	Runaway	6 (10%)	9 (10%)
	Control	34	52
	Other (Demographic Chart only)	18	30
Refusals		13 (5%)	20 (5%)
Vacant Houses		14 (5%)	21 (5%)

Table 1

As can be seen in Table 1, the number of youth households encountered in the probability sample through the first 284 and 387 interviews lies in the 20-25% range. Of these "youth households", 10% contain a youth identified as being a runaway. (One of these households contains 3 runaways, so that the actual number of runaway youth is slightly larger than the number of households containing a runaway youth.) The refusal rate is approximately 5% of the total number of houses interviewed.

The percentage of households with teenaged youth encountered in the probability sample is somewhat lower than the originally anticipated 30%. However, it is sufficiently high that no alteration in the screening items or sample size is deemed necessary. Based on interviewer reports and these results, it appears that in general parents respond yes to the question concerning youth absences from home, only when a "serious" absence has occurred. The first set of procedural checks concerning the functioning of the screening items thus results in the action of continuing the interviewing process without changes to the screening items.

The outcomes of the other procedural checks are described below. The numbers correspond to the numbers of the procedural check section.

1) Due to difficulties in obtaining the purposive sample (restrictions on agencies providing names and/or addresses of runaway youth), the examination of outcomes from the purposive sample could not be made at this time. Negotiations with agencies to obtain the purposive sample are continuing.

2) Within the "control" sample of the first 387 interviews (52 control), 6 youth admitted being gone from home without their parents' permission. Of these, 5 were gone for only a very short time for such things as going to the store for candy. Only one could be considered a "real runaway". Thus, only one "false negative" outcome is currently being encountered, so that no action is indicated.

3) Of the 11 youth identified as being gone from home, without permission by their parents, all agreed to be interviewed and admitted their absences from home. All of these absences were sufficiently serious to be called, "real runaway" episodes. Thus, no action is deemed necessary.

4) The refusal rate appears to be holding constant at approximately five percent. This is at the low end of the refusal rate originally anticipated.

5) The interviewing process to date has been smooth. Other than the standard problem of not finding people at home on the first try, the interviewers report no problems in the field and are finding most respondents cordial and helpful.

The only problem with items that is reported by the interviewers with any consistency lies in the in-depth items for youth. Some younger youth, 10-12 years old, have difficulty in understanding these items. This difficulty will be taken up in the recommended questionnaire section of the final report.

Based on the above outcomes, there appears to be no needed modification to the questionnaires or to the interviewing procedures. Thus, the interviewing process will continue at full speed. The procedural checks will be made at other points further along as more interviews are completed, to insure the accuracy of the outcomes reported above.

## APPENDIX K

Parent Questionnaire



Interview Number \_\_\_\_\_

CONFIDENTIAL

	Month	Day	Year	Time	Interviewer Name	Number
Attempted Interview	1.	_____	_____	_____	_____	_____
	2.	_____	_____	_____	_____	_____
	3.	_____	_____	_____	_____	_____
	4.	_____	_____	_____	_____	_____

## Reason for Non-Interview

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No one home.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent/Guardian Temporarily Absent	Return Date _____	Time _____
		<input type="checkbox"/>		Refused A B C O		
		<input type="checkbox"/>		Other, Explain _____		

I certify that this interview has been conducted according to all prescribed procedures and is to the best of my knowledge, entirely accurate.

\_\_\_\_\_  
(Interviewer's name)

(Remember -- the interview must be conducted in private with no people other than the respondent in the room.)

Hello - my name is \_\_\_\_\_ and I am working with the Behavioral Research and Evaluation Corporation. We are conducting a survey for the Department of Health, Education and Welfare concerning the American family and the problems of the 70's.

We have selected your household at random to help represent your area in this important study and would appreciate your assistance.

We do not wish to know your name nor will we keep a record of your address. This way we are able to maintain confidentiality and guarantee that you and your family will remain anonymous.

This letter (HAND THEM THE LETTER OF INTRODUCTION) will explain our study more fully.

1. This study concerns families with teenage children, so first let me ask-- were there any children between the ages of 10-18 who lived in this household during the last year? Yes \_\_\_\_\_ No \_\_\_\_\_  
(if yes, go to item 3)
2. (if no) It is correct then that there were no children between the ages of 10-18 who lived in this household during the last year? Yes \_\_\_\_\_ No \_\_\_\_\_  
(if yes, or that is correct, ~~terminate~~ interview--"I'm sorry but the study concerns families with 10-18 year old children. Thank you for your cooperation!")
3. Are you the parent or guardian of this child/these children? Yes \_\_\_\_\_ No \_\_\_\_\_  
(if no, ask when a parent or guardian will be home--fill in expected date and time on cover sheet, and leave)

First we need to fill out this table to get some background about your family. (show respondent the Family Chart) Let's begin with you and then proceed with the other adults or persons who are over 18 years old (Did not turn 18 in the last year.) Then we will go on to the children (all persons who were 17

-2-

years old or younger during the last year). (All answers to questions 4-18 about each adult and each child are to be placed on the Family Chart.)

4. (Circle sex of respondent)

REPEAT

C 5. How old are you/this person?

C 6. To what ethnic group does this person belong?

A. Asian                      B. Black                      C. Chicano/Mexican American  
D. American Indian                      E. Anglo and All Others

7. What is this person's relationship to you?

SP. Spouse                      FL. Father-in-law                      SL. Sister-in-law  
M. Mother                      ML. Mother-in-law                      CL. Common Law Spouse  
F. Father                      BL. Brother-in-law                      A. Aunt  
Son. Son                      S. Sister                      U. Uncle  
D. Daughter                      O. Other                      C. Cousin  
B. Brother

8. What is this person's marital status?    M                      W                      D                      S                      NM

C 9. How many years has this person lived in this household? \_\_\_\_\_

(if less than one year, list number of months--write mo. after number)

C 10. What is the highest grade or year of regular school this person has ever attended? \_\_\_\_\_

(if H4) Did he/she graduate from high school?

(if C3, C4, C5) Did he/she graduate from college?

(if yes, write "C" behind education code)

C 11. What has he/she been doing most of this last year? (Read responses immediately)

WK -- working

S -- going to school

H -- keeping house

R -- retired

O -- other (specify) \_\_\_\_\_

C 11. (con't) (if WK, go to item 12, if R, go to item 17)

(if H, S, OR O) for adults: Is he/she normally employed outside the home? Yes        No       

(if no, go to item 17)

for children: Does he/she have a job, either regularly or during the summer? Yes        No       

(if yes, go to item 13)

(if no, go to item 17)

12. Does he/she have more than one job? Yes        No       

(if no, go to item 13 and continue on line 1 of employment information for this person)

(if yes) How many jobs does he/she have?       

(if more than three, take the three which require the greatest percentage of this person's time)

(For each job -- ask questions 13, 14, and 15)

C 13. What kind of work does he/she do on this job? (e.g., electrical engineer, stock clerk, typist, farmer, etc. probe if necessary)

C 14. How many hours a week does he/she work on this job?       

(if child, go to item 17)

15. How many years has he/she been working at this job?

16. Has this person been unemployed during the last two years?

(if yes) How many times?       

What is the longest period of time he/she has been unemployed?

C 17. Does this person identify himself/herself with a particular religious group? Yes        No       

(if yes) Which one?        (specify denomination--probe if necessary)

- C 18. About how many times per month does he/she attend religious services or activities?

Now let's take the oldest adult (child) living here, other than yourself.

19. Is that person male or female? \_\_\_\_\_

(Repeat questions 19 and 5-18 for all adults from the oldest to the youngest. Then repeat questions 19, 5-6, 9-11, 13-14, 17-18 for all children, going from the oldest to the youngest)

20. I have listed \_\_\_\_\_ adults and \_\_\_\_\_ children. Have I missed anyone who usually lives in this household? (if yes, add appropriately to Family Chart)

Next we need to fill out the relationship of each adult to each child.

21. Starting with the first child you mentioned, what is your relationship to this child?

M. Mother	SM. Step Mother	BL. Brother-in-law	SP. Spouse
F. Father	SF. Step Father	SL. Sister-in-law	C. Cousin
B. Brother	GF. Grandfather	A. Aunt	O. Other
S. Sister	GM. Grandmother	U. Uncle	

22. What is the relationship of the next adult to this child?

(Continue in this fashion until the relationship between all adults and all children is determined)

23. What is the approximate total family income before taxes? Please include all income, to include wages, salaries, interest, welfare, child support payments, alimony, etc. (show respondent the income table on Family Chart ask for the code number, not the amount)

24. (Check the box for the type of housing occupied by the family.)

(If unsure...ask.)

25. Is the housing ☐ owned or being purchased ☒ rented  
☐ subsidized public housing ☐ occupied without payment

(Read each response category)

26. How many times has your family moved in the last five years? \_\_\_\_\_

(if some) How many of these were across town? \_\_\_\_\_

(if some) Did any of the 10-18 year olds have to change school because of the move? Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Were these children in ☐ Grade school (grades K-6)

☐ Junior high (grades 7-9)

☐ Senior high (grades 10-12)

(mark all boxes indicated by respondent)

How many of these were from town to town? \_\_\_\_\_

How many times has your family moved in the last year? \_\_\_\_\_

(if some) How many of these were across town? \_\_\_\_\_

(if some) Did any of the 10-18 year olds have to change school because of the move? Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Were these children in ☐ Grade school (grades K-6)

☐ Junior high (grades 7-9)

☐ Senior high (grades 10-12)

(mark all boxes indicated by respondent)

How many of the moves were from town to town? \_\_\_\_\_

Now I would like to ask some questions about the children we have listed.

27. During the last year, have any of the 10-18 year olds been gone from home without your permission or consent? Yes \_\_\_\_\_ No \_\_\_\_\_

(if no, go to item 30)

28. (if yes) Which children were these?

(Return to family configuration chart, and indicate which children by putting an "X" in the box above the child number)

29. What was the longest time that one of the 10-18 year olds was gone from home without your consent? \_\_\_\_\_

Which child was this? \_\_\_\_\_

(Return to Family Chart and circle the "X" above the child number.)

30. During the last year did any of the 10-18 year olds move out of your home even for a short time? Yes \_\_\_\_\_ No \_\_\_\_\_

(if no, go to Interview Continuation Instructions.)

<sup>o</sup> (if yes) At the time they moved out, did they have your permission to leave? Yes \_\_\_\_\_ No \_\_\_\_\_

(If no, place an "X" in that child's box.)

31. When they left, did you know where they were going? Yes \_\_\_\_\_ No \_\_\_\_\_

<sup>o</sup> (if yes) Where? \_\_\_\_\_ (probe for a particular place)

a. school

c. institution

e. friend

b. camp

d. relative

f. other parent

g. other (specify) \_\_\_\_\_

(If unknown or child is not under adult supervision, ask the following:)

Which child was this? \_\_\_\_\_

(Return to Family Chart and indicate which child by putting a "P" in the box above the child number.)

32. Had this child been gone from home without your permission before this?

Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) When was that?

(if during the last year, put an "X" over the "P" in the box above the child number)

(if longer than a year ago, circle the "P" in the box above the child number)

#### INTERVIEW CONTINUATION INSTRUCTIONS

If any of the boxes above the child numbers have been marked with an "X" or a "P", continue the interview. If this is a control, continue the interview. Otherwise, terminate the interview.

## Section II: In Depth

This next section is a little different. None of these questions has right or wrong or good or bad answers. The answer you give is the one that shows best how you feel and what you think.

I'm going to read you some statements. Please tell me whether you Strongly Agree, Agree, Disagree, or Disagree Strongly with each one.

## RESPONSE CATEGORY 1

A. B. C. D.  
Don't Strongly  
Know Agree Agree Disagree Disagree

- |     |  |       |       |       |       |       |
|-----|--|-------|-------|-------|-------|-------|
| 1.  | I feel that I'm a person of worth, at least on an equal basis with others. | _____ | _____ | _____ | _____ | _____ |
| 2.  | I feel that I have a number of good qualities.                             | _____ | _____ | _____ | _____ | _____ |
| 3.  | All in all, I am inclined to feel that I am a failure.                     | _____ | _____ | _____ | _____ | _____ |
| 4.  | I am able to do things as well as most other people.                       | _____ | _____ | _____ | _____ | _____ |
| 5.  | I feel I do not have much to be proud of.                                  | _____ | _____ | _____ | _____ | _____ |
| 6.  | I take a positive attitude toward myself.                                  | _____ | _____ | _____ | _____ | _____ |
| 7.  | On the whole, I am satisfied with myself.                                  | _____ | _____ | _____ | _____ | _____ |
| 8.  | I wish I could have more respect for myself.                               | _____ | _____ | _____ | _____ | _____ |
| 9.  | I certainly feel useless at times.   | _____ | _____ | _____ | _____ | _____ |
| 10. | At times I think I am no good at all.                                      | _____ | _____ | _____ | _____ | _____ |

Here are some more statements. This time please tell me whether you agree or disagree with each one.

## RESPONSE CATEGORY 2

A. B.  
Agree Disagree

- |     |   |       |       |
|-----|---|-------|-------|
| 11. | With everything so uncertain these days, it almost seems as though anything could happen.                             | _____ | _____ |
| 12. | What is lacking in the world today is the old kind of friendship that lasted for a lifetime.                          | _____ | _____ |
| 13. | With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next. | _____ | _____ |



	A. <u>Agree</u>	B. <u>Disagree</u>
14. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	_____	_____
15. I often feel that many things our parents stood for are just going to ruin before our very eyes.	_____	_____
16. The trouble with the world today is that most people don't believe in anything.	_____	_____
17. I often feel awkward and out of place.	_____	_____
18. People were better off in the old days when everyone knew just how he was expected to act.	_____	_____
19. It seems to me that other people find it easier to decide what is right than I do.	_____	_____

Now I will read you pairs of statements. Please tell me which one is closest to what you feel or what you think.

20. a. I have often found that what is going to happen will happen.  
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
21. a. When I make plans, I am almost certain that I can make them work.  
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
22. a. In my case, getting what I want has little or nothing to do with luck.  
b. Many times we might just as well decide what to do by flipping a coin.
23. a. Many times I feel that I have little influence over the things that happen to me.  
b. It is impossible for me to believe that chance or luck plays an important role in my life.
24. a. What happens to me is my own doing.  
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

I'd like to know how wrong you think different kinds of actions are.

Most people think that something like murder is very wrong while something like bragging may be considered only a little bit wrong or not wrong at all.

I will be asking you about a number of different actions and I would like you to tell me, for each one, how wrong you feel it is for an adult like you to do each of these things. Your answers can be 'very wrong,' 'wrong,' 'a little bit wrong,' or 'not wrong at all.'

RESPONSE CATEGORY 3
---------------------

		Don't Know	A. Very Wrong	B. Wrong	C. A Little Bit Wrong	D. Not Wrong At All
25.	For example, how wrong is it for an adult like you to lie to someone about something important? Would you say very wrong, a little bit wrong, or not wrong at all?	—	—	—	—	—
26.	How about to damage property that doesn't belong to you, just out of carelessness? How wrong is that?	—	—	—	—	—
27.	To hit someone because you're angry at him?	—	—	—	—	—
28.	To try marijuana to see what it's like?	—	—	—	—	—
29.	For an adult like you, how wrong is it to take something of value from a store without paying for it?	—	—	—	—	—
30.	To drink alcoholic beverages?	—	—	—	—	—
31.	To try drugs like LSD just for the experience?	—	—	—	—	—
32.	To create a disturbance in a public place?	—	—	—	—	—
33.	To drive when you've had a fair amount to drink?	—	—	—	—	—

	Don't Know	A. Very Wrong	B. Wrong	C. A Little Bit Wrong	D. Not Wrong At All
--	------------	---------------	----------	-----------------------	---------------------

- |     |  |       |       |       |       |
|-----|--|-------|-------|-------|-------|
| 34. | For an adult like you, how wrong is it to use marijuana regularly?                           | _____ | _____ | _____ | _____ |
| 35. | To borrow a small amount of money from a friend without really intending to pay it back?     | _____ | _____ | _____ | _____ |
| 36. | To have sexual relations outside of marriage?  | _____ | _____ | _____ | _____ |
| 37. | To lie about your past experience when filling out an application for something--like a job. | _____ | _____ | _____ | _____ |

During the last two years have any of the following events happened to you or your husband (wife)? (If event occurred, ask how long ago in months.)

RESPONSE CATEGORY 4

	A. Never	B. Once	C. More Than Once	D. How Long Ago? (Most Recent)
--	----------	---------	-------------------	--------------------------------

- |     |   |       |       |       |       |
|-----|---|-------|-------|-------|-------|
| 38. | Have become separated from husband (wife).                    | _____ | _____ | _____ | _____ |
| 39. | Have married.   | _____ | _____ | _____ | _____ |
| 40. | Have had an increase in arguments with husband or wife.       | _____ | _____ | _____ | _____ |
| 41. | Have started a new job.                                       | _____ | _____ | _____ | _____ |
| 42. | Have had a change in work conditions.                         | _____ | _____ | _____ | _____ |
| 43. | Have had serious personal illness.                            | _____ | _____ | _____ | _____ |
| 44. | There has been a death in the immediate family.               | _____ | _____ | _____ | _____ |
| 45. | There has been a serious illness in the immediate family.     | _____ | _____ | _____ | _____ |
| 46. | A family member has left home.                                | _____ | _____ | _____ | _____ |
| 47. | Have become divorced.   | _____ | _____ | _____ | _____ |
| 48. | A new person has moved into the home.                         | _____ | _____ | _____ | _____ |
| 49. | A member of the immediate family has made a court appearance. | _____ | _____ | _____ | _____ |

## RESPONSE CATEGORY 5

50. How often do you and your spouse argue?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

51. How often do you and your spouse get really angry with each other?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

52. How often do you and your spouse have really serious fights?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

53. When you and your spouse fight, how often does it get physical?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

Instructions for Designating Appropriate Child

if only X → choose X

if only P → choose P

if (X) and X → choose (X)

if X and any type of P → choose X

if no X or P and this → refer to control chart  
is a control interview

Control Chart F

If the number of 10-18  
year old children is:

	1	2	3	4	5	6 or more
select child number:	1	2	3	4	5	6

I would like to ask you a series of questions about your (fill-in) year-old. Please answer them only for this child.

I will read you a series of activities. For each one please tell me whether you would like your \_\_\_\_\_ year-old to do it either much less, a little less, as much as he/she does now, a little more or much more than he/she does now.

RESPONSE CATEGORY 6
---------------------

RESPONSE CATEGORY 6		A.	B.	C.	D.	E.	
		Don't Know	Much Less	A Little Less	As He or She Does Now	A Little More	Much More
54.	Go to church or Sunday School.						
55.	Stay out late at night.						
56.	Go along with fads; for example rock and roll, hot rods, etc.						
57.	Stand up for himself or herself.						
58.	Stick up for other people's rights.						
59.	Worry about what goes on in the world.						
60.	Take things seriously.						
61.	Take advice from other people.						
62.	Listen to his or her teachers.						
63.	Try to be successful.						
64.	Try to finish what he or she starts.						
65.	Think about school work.						
66.	Help around the house.						
67.	Keep own room neat.						

A. A great deal

C. Not too much

B. A fair amount

D. Hardly any

A. A great deal

C. Not too much

B. A fair amount

D. Hardly any

A. A great deal

C. Not too much

B. A fair amount

D. Hardly any

RESPONSE CATEGORY 3

A.	B.	C.	D.
Very		A Little	Not Wrong
Wrong	Wrong	Bit Wrong	At All

\_\_\_\_\_



	A. <u>Very</u> <u>Wrong</u>	B. <u>Wrong</u>	C. <u>A Little</u> <u>Bit Wrong</u>	D. <u>Not Wrong</u> <u>At All</u>
___ 75. To drink alcoholic beverages?	___	___	___	___
___ 76. For a youth like your son or daughter, how wrong is it to engage in heavy petting on a date?	___	___	___	___
___ 77. To drive when he/she has had a fair amount to drink?	___	___	___	___
___ 78. To damage public or private property that doesn't belong to him/her, just for fun?	___	___	___	___
___ 79. To try marijuana to see what it's like?	___	___	___	___
___ 80. To lie to his/her parents about where he has been and who he has been with?	___	___	___	___
___ 81. For a youth like your son or daughter, how wrong is it to hit another kid who has made him/her angry?	___	___	___	___
___ 82. To try drugs like LSD just for the experience?	___	___	___	___
___ 83. To stay out overnight without permission?	___	___	___	___
___ 84. To use marijuana regularly?	___	___	___	___

The next questions again concern your relationship with your \_\_\_\_\_ year-old.

I will read you a series of statements. Please tell me whether each thing happens in every case, in most cases, sometimes, seldom or never.

RESPONSE CATEGORY 8

	A. <u>In Every</u> <u>Case</u>	B. <u>In Most</u> <u>Cases</u>	C. <u>Some-</u> <u>times</u>	D. <u>Seldom</u>	E. <u>Never</u>
___ (N) 85. He/she can talk with us about everything.	___	___	___	___	___
___ (N) 86. We comfort him/her and help him/her when he/she has troubles.	___	___	___	___	___
___ (N) 87. We are there for him/her when he/she needs us.	___	___	___	___	___



		A. In Every Case	B. In Most Cases	C. Some- times	D. Seldom	E. Never
___(AR)	88. We praise him/her when he/she has done something good.	___	___	___	___	___
___(IC)	89. We help him/her with school work when he/she doesn't understand something.	___	___	___	___	___
___(AC)	90. We are happy when we are with him/her.	___	___	___	___	___
___(Pre)	91. We expect him/her to keep his/her own things in order.	___	___	___	___	___
___(SI)	92. As punishment we forbid him/her to play with other children.	___	___	___	___	___
___(SI)	93. As punishment we send him/her to bed early.	___	___	___	___	___
___(DP)	94. We punish him/her by making him/her do extra work.	___	___	___	___	___
___(DP)	95. When he/she is bad we forbid him/her from doing things he/she especially enjoys doing.	___	___	___	___	___
___(DP)	96. We punish him/her by taking his/her favorite things away.	___	___	___	___	___
___(Pro)	97. We go with him/her when he/she goes someplace for the first time to make sure that everything goes well.	___	___	___	___	___
___(Pro)	98. We won't let him/her roam around because something might happen to him/her.	___	___	___	___	___
___(Pow)	99. We insist that he/she get permission before going to a movie, a carnival or some other entertainment.	___	___	___	___	___
___(Pow)	100. We want to know exactly how he/she spends his/her money when he/she wants to buy some little thing for him/herself.	___	___	___	___	___
___(Pow)	101. We tell him/her exactly when he/she should come home.	___	___	___	___	___
___(AD)	102. We insist that he/she make a special effort in everything he/she does.	___	___	___	___	___

		A. In Every Case	B. In Most Cases	C. Some- times	D. Seldom	E. Never
___(AD)	103.	We demand that he/she do a better job than other children.	_____	_____	_____	_____
___(AD)	104.	We insist that he/she get particularly good marks in school.	_____	_____	_____	_____
___(AP)	105.	We act disappointed and sad when he/she misbehaves.	_____	_____	_____	_____
___(AP)	106.	We make him/her feel ashamed or guilty when he/she misbehaves.	_____	_____	_____	_____
___(PD)	107.	We tell him/her "I don't want to have any more to do with you" when he/she misbehaves.	_____	_____	_____	_____
___(PD)	108.	We are just when punishing him/her.	_____	_____	_____	_____
___(PD)	109.	When he/she must do something we explain why.	_____	_____	_____	_____
___(PD)	110.	We find it difficult to punish him/her.	_____	_____	_____	_____
___(I)	111.	He/she can talk us into most anything.	_____	_____	_____	_____
___(I)	112.	We let him/her off easy when he/she misbehaves.	_____	_____	_____	_____

Here are some more statements about your \_\_\_\_\_ year-old. This time please tell us whether each thing happens almost every day, about once a week, about once a month, only once or twice a year or never happens.

RESPONSE CATEGORY 9

		A. Almost Every Day	B. About Once a Week	C. About Once a Month	D. Only Once or Twice a Year	E. Never
___(AR)	113.	We say nice things about him/her to other people.	_____	_____	_____	_____
___(AR)	114.	We are very affectionate with him/her.	_____	_____	_____	_____
___(IC)	115.	We teach him/her things which he/she wants to learn.	_____	_____	_____	_____
___(IC)	116.	We help him/her with hobbies or handiwork.	_____	_____	_____	_____

	A.	B.	C.	D.	E.
	Almost Every Day	About Once a Week	About Once a Month	Only Once or Twice a Year	Never
___(AC) 117. We go on pleasant walks and outings with him/her.	___	___	___	___	___
___(AC) 118. We enjoy talking to him/her.	___	___	___	___	___
___(Pre) 119. We expect him/her to help around the house.	___	___	___	___	___
___(Pre) 120. We want him/her to run errands.	___	___	___	___	___
___(SI) 121. Punish him/her by sending him/her out of the room.	___	___	___	___	___
___(ER) 122. We hold it before him/her that other children behave better than he/she does.	___	___	___	___	___
___(ER) 123. We nag him/her.	___	___	___	___	___
___(ER) 124. We scold him/her and yell at him/her.	___	___	___	___	___
___(PP) 125. We threaten to spank him/her.	___	___	___	___	___
___(PP) 126. We spank him/her.	___	___	___	___	___
___(PP) 127. We slap him/her.	___	___	___	___	___
___(Pro) 128. We worry that he/she can't take care of him/her-self.	___	___	___	___	___

Please tell me how you see your child on each of these sets of words (Point to Response Category 10). The first one is cooperative--troublesome. If you see your child as very cooperative you would say 7. If you see your child as very troublesome, you would say 1. If you see him somewhere in between very troublesome and very cooperative, you would tell me the number which describes best how you feel.

RESPONSE CATEGORY 10
----------------------

129. Troublesome	1	2	3	4	5	6	7	Cooperative
130. Good	1	2	3	4	5	6	7	Bad
131. Deviant (breaks rules)	1	2	3	4	5	6	7	Conforming (obeys rules)
132. Disobedient	1	2	3	4	5	6	7	Obedient
133. Rude	1	2	3	4	5	6	7	Polite
134. Law Abiding (obeys laws)	1	2	3	4	5	6	7	Delinquent (breaks laws)

## EPISODE SECTION, Parent

Now I would like to ask you some questions about the occasions when your child/children were gone from home.

(Start with the oldest and move down in age if there is more than one such child. For each child, ask questions 1 through 13 and enter responses on the Episode Chart.)

Let's take the \_\_\_\_\_ year old.

1. How many times in the last year has the \_\_\_\_\_ year old been gone without your permission? \_\_\_\_\_

(if more than two) Let's take the first time in this last year and the last or most recent time. Starting with the most recent.

2. How long was he/she gone? Months \_\_\_\_\_ Weeks \_\_\_\_\_  
(use NR for not returned) Days \_\_\_\_\_ Hours \_\_\_\_\_

(if less than 24 hours) Was he/she gone over night? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Which month did he/she leave? 1. Jan 2. Feb 3. Mar 4. Apr  
5. May 6. Jun 7. Jul 8. Aug 9. Sep 10. Oct 11. Nov 12. Dec

4. What did you or your spouse do when it was discovered that he/she was absent from home? (check all responses indicated by respondent)

a. waited c. called friends/relatives e. went out and looked for him/her  
b. called police d. called child's friends f. other (specify) \_\_\_\_\_

(if b) Did you report him/her missing? Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Did you sign a warrant for his/her arrest? Yes \_\_\_\_\_ No ✓

5. Did you think he/she had run away? Yes \_\_\_\_\_ No \_\_\_\_\_

6. At the time your child left, did you think that running away was against  
the law in this state? Yes   D   No       

7. Was your child located by someone or did he/she come home on his/her own?

a. self                      b. someone else                      c. not yet located

(if a or c, go to item 10)

8. How was he/she located?

1. parent

3. police

5. social service agency

(specify)

2. friends/relatives

4. runaway house

6. other (specify)

How long after he/she left home was he/she located?

hours

days

montins

How far from home had he/she gone? (miles) \_\_\_\_\_ (city)  
(distance in miles and/or name of city/town)

9. How did he/she return?

1. voluntarily on his/her own

2. through official agency

3. other (specify)

10. Do you know where he/she intended to go?

Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes)

Where?

11. Did he/she have any contact with the police while away?

Yes \_\_\_\_\_

No \_\_\_\_\_

Don't know

(if yes) Was he/she picked up by the police? Yes\_\_\_\_\_ No\_\_\_\_\_ Don't Know\_\_\_\_\_

Arrested?

Yes

No

Don't know

(if yes) Was he/she arrested for being a runaway or for other reasons?

runaway

other

(if other) What were the charges?

Did he/she have to go to court? Yes No Don't know

(if yes) Was there a petition filed by the court? Yes No Don't Know

(If more than one incident), Now let's take the first time this year that  
the \_\_\_\_\_ year old was gone without your permission. (Ask items 2-13 for  
this episode. Then go on to other children if indicated.)

PARENTAL SERVICES

This is the last part of the questionnaire but it is very important. It concerns services or help that you may have obtained or that you wished were available either before, during, or after the time(s) your child/children were gone from home. This information will help in providing those services which you feel are important. In the last section I asked you only about things that happened in the last year. Now I would like to ask you about the very first time your child left home ever and about the most recent or last time.

(Proceed through items 1-3F for the first time ever, then go back and repeat those same items for the last or most recent incident.)

1. A. Did you or your spouse have any indication that the child was going to leave home before he/she actually left?

First Ever      Most Recent

Yes

\_\_\_\_\_

\_\_\_\_\_

No

\_\_\_\_\_

\_\_\_\_\_

- B. (if yes) Did you or your spouse talk to anyone or seek help from anyone at this time?

First Ever      Most Recent

Yes

\_\_\_\_\_

\_\_\_\_\_

No

\_\_\_\_\_

\_\_\_\_\_

(if no, go to 1G)

- C. From whom did you seek help? (read response categories--check all responses indicated by respondent)

First Ever      Most Recent

1. Relative/friend

\_\_\_\_\_

\_\_\_\_\_

2. Police

\_\_\_\_\_

\_\_\_\_\_

3. School staff

\_\_\_\_\_

\_\_\_\_\_

4. Minister/Rabbi/priest

\_\_\_\_\_

\_\_\_\_\_

5. Runaway house

\_\_\_\_\_

\_\_\_\_\_

6. Social Service Agency  
(specify)

\_\_\_\_\_

\_\_\_\_\_

7. Other (specify)

\_\_\_\_\_

\_\_\_\_\_

D. Who sought the help from \_\_\_\_\_? (fill in the blank with the categories checked in 1C. Ask question for each category, and use codes a-d at left)

a. mother/female guardian

b. father/male guardian

c. both parents/guardians

d. parents and teenager jointly

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

E. Why did you and/or your spouse seek help from \_\_\_\_\_? (fill in blank with the categories checked in 1C. Ask question for each category)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

F. How helpful was the contact with \_\_\_\_\_? (fill in blank with categories checked in 1C.  
 (Read response choices) Ask item for each category and use codes a-e at left)

- a. very helpful d. not helpful  
 b. somewhat helpful e. not helpful at all  
 c. not especially helpful

First Ever Most Recent

1. Relative/friend

2. Police

3. School staff

4. Minister/Rabbi/Priest

5. Runaway House

6. Social Service Agency

7. Other \_\_\_\_\_

G. Were there other services that you would like to have been available at this time? What were they? (specify)

First Ever

Most Recent

_____	_____
_____	_____
_____	_____
_____	_____

I have asked you about the things that happened before your child left home. Now I'd like to ask you about the things that happened while he/she was gone.

2. A. While your child was gone from home did you or your spouse talk to anyone or seek help from anyone at this time?

First Ever Most Recent

Yes

No

(if no, go to 2F)

_____	_____
_____	_____



B.

From whom did you seek help? (read response categories--check  
all responses indicated by respondent)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency (specify)	_____	_____
7. Other (specify)	_____	_____

- C. Who sought the help from \_\_\_\_\_? (fill in the blank with the categories  
checked in 2B. Ask question for each  
category, and use codes a-d at left)
- a. mother/female guardian
- b. father/male guardian
- c. both parents/guardians
- d. parents and teenager jointly

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend		
2. Police		
3. School staff		
4. Minister/Rabbi/Priest		
5. Runaway house		
6. Social Serv. Agency		
7. Other		

E. How helpful was the contact with \_\_\_\_\_? (fill in blank with categories checked in 2b. Ask item for each category and use codes a-e at left)

a. very helpful	d. not helpful
b. somewhat helpful	e. not helpful at all
c. not especially helpful	

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other	_____	_____

F. Were there other services that you would like to have been available  
at this time? What were they? (specify)

First Ever

Most Recent

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

- G. While your child was gone, do you know if he/she had any contact with a social service agency, runaway house, or other runaway services?

	<u>First Ever</u>	<u>Most Recent</u>
Yes	_____	_____
No	_____	_____

(if yes)

	<u>First Ever</u>	<u>Most Recent</u>
Name of Agency	_____	_____
Type of Service	_____	_____
Location	_____	_____

What do you believe was the effect of this service on your child?

	<u>First Ever</u>	<u>Most Recent</u>
Harmful	_____	_____
Little Effect	_____	_____
Helpful	_____	_____

Now I would like to ask you about what happened after your child returned.

3. A. After your child returned home, did you talk to anyone or seek help from anyone?

	<u>First Ever</u>	<u>Most Recent</u>
Yes	_____	_____
No	_____	_____

(if no, go to 3F)

- B. From whom did you seek help? (read response categories--check all responses indicated by respondent)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency (specify)	_____	_____
7. Other (specify)	_____	_____

- C. Who sought the help from \_\_\_\_\_? (fill in the blank with the categories checked in 3B. Ask question for each category, and use codes a-d at left)

a. mother/female guardian

b. father/male guardian

c. both parents/guardians

d. parents and teenager jointly

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

D. Why did you and/or your spouse seek help from \_\_\_\_\_? (fill in blank with the categories checked in 3B. Ask question for each category)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

E. How helpful was the contact with \_\_\_\_\_? (fill in blank with categories checked in 3B. Ask item for each category and use codes a-c at left)

a. very helpful      d. not helpful  
 b. somewhat helpful      e. not helpful at all  
 c. not especially helpful

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

F. Were there other services that you would like to have been available at this time? What were they? (specify)

<u>First Ever</u>	<u>Most Recent</u>
_____	_____
_____	_____
_____	_____
_____	_____

Complete after the Interview

1. Did the respondent seem open and honest in his responses?

Yes \_\_\_\_\_ No \_\_\_\_\_

(i.e. did he pay attention and take it seriously)?

(if no) Explain \_\_\_\_\_

2. Did he object to answering any of the questions? Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Which items? \_\_\_\_\_

3. Did he have trouble understanding any of the questions?

Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Which items? \_\_\_\_\_

4. Was the respondent cooperative? Yes \_\_\_\_\_ No \_\_\_\_\_

(if no) Explain \_\_\_\_\_

5. Were there any interruptions, i.e., was the interview interrupted?

by parents, friends, etc? Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Who? \_\_\_\_\_

What effect do you feel it had on the interview? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DEMOGRAPHIC DATA SHEET

10 - 10 Yes ☐ No ☐

## FAMILY LEAD

## Approximate Family Income

- a. ☐ 0-999      g. ☐ 56,000-7,499  
 b. ☐ 10,000-1,999      h. ☐ 57,500-9,999  
 c. ☐ 20,000-2,999      i. ☐ 60,000-11,999  
 d. ☐ 30,000-3,999      j. ☐ 612,000-14,999  
 e. ☐ 40,000-4,999      k. ☐ 615,000-19,999  
 f. ☐ 55,000-5,999      l. ☐ 620,000-24,999

## Kind of Dwelling

- a. ☐ Apartment  
 b. ☐ Plot  
 c. ☐ Mobile Home  
 d. ☐ U.S. Home  
 e. ☐ Home  
 f. ☐ Other

## Dwelling

- a. ☐ Owned/Leased/purchased  
 b. ☐ Rented  
 c. ☐ Subsidized Public Housing  
 d. ☐ Occupied without payment

## Times Moved Last Five Years Last Year

Approx. times

Actual times ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Times to move

Sex	Age	Date of Birth	Relationship to Head of Family	Marital Status	Years in home	Education	Occupation	0 of jobs	Time Work	Days/Week	Years played this job	If 1 job 1 job	If 2 jobs 2 jobs	Days played last 7 days	Days played last 7 days	Days played last 7 days
1	H	P		Dependent				V D								
2	H	P						V D								
3	H	P						V D								
4	H	P						V D								
5	H	P						V D								
6	H	P						V D								

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## RUNAWAY EPISODE CHART

1

2.

3

4

5

6

7

8

Child No.	No. of Episodes	Episode			Parent Response				Against law?	Self or Other	Child Located		
		Duration	Over night	Month	First Reaction	Re-report?	War-rant?	Run-away?			How located	when	distance
	First Ever	hrs. _____	Yes		a b	Yes	Yes	Yes	Yes		1 2	hrs. _____	
		days _____			c d	No	No	No			3 4	days _____	
	wks. _____	e		No			No		5	mos. _____			
	mos. _____	other							other				
Most Recent	hrs. _____	Yes		a b	Yes	Yes	Yes	Yes		1 2	hrs. _____		
	days _____			c d	No	No	No			3 4	days _____		
	wks. _____	No		e				No		5	mos. _____		
	mos. _____			other						other			
	First Ever	hrs. _____	Yes		a b	Yes	Yes	Yes	Yes		1 2	hrs. _____	
		days _____			c d	No	No	No			3 4	days _____	
	wks. _____	e		No			No		5	mos. _____			
	mos. _____	other							other				
Most Recent	hrs. _____	Yes		a b	Yes	Yes	Yes	Yes		1 2	hrs. _____		
	days _____			c d	No	No	No			3 4	days _____		
	wks. _____	No		e				No		5	mos. _____		
	mos. _____			other						other			
	First Ever	hrs. _____	Yes		a b	Yes	Yes	Yes	Yes		1 2	hrs. _____	
		days _____			c d	No	No	No			3 4	days _____	
	wks. _____	e		No			No		5	mos. _____			
	mos. _____	other							other				
Most Recent	hrs. _____	Yes		a b	Yes	Yes	Yes	Yes		1 2	hrs. _____		
	days _____			c d	No	No	No			3 4	days _____		
	wks. _____	No		e				No		5	mos. _____		
	mos. _____			other						other			

## Runaway Episode Chart, Continued

9

10

11

How Return (specify other)	Destination		Police/Court					
	Know?	Where	Contact	Pick Up	Arrest	Reason	Court	Petition
Yes			Yes	Yes	Yes	runaway	Yes	Yes
No			No	No	No		No	No
			D K	D K	D K	other		
Yes			Yes	Yes	Yes	runaway	Yes	Yes
No			No	No	No		No	No
			D K	D K	D K	other		
Yes			Yes	Yes	Yes	runaway	Yes	Yes
No			No	No	No		No	No
			D K	D K	D K	other		
Yes			Yes	Yes	Yes	runaway	Yes	Yes
No			No	No	No		No	No
			D K	D K	D K	other		
Yes			Yes	Yes	Yes	runaway	Yes	Yes
No			No	No	No		No	No
			D K	D K	D K	other		
Yes			Yes	Yes	Yes	runaway	Yes	Yes
No			No	No	No		No	No
			D K	D K	D K	other		

APPENDIX L

Youth Questionnaire

CONFIDENTIALDHEW YOUTH SURVEY

Interview

Number \_\_\_\_\_

(same as parent)

## Instructions for Designation of

## Child to be Interviewed

1. Interview the child who was designated as the referrent for the in-depth adult interview.
2. Interview all other children who received an "X" above their number.
3. Interview any type of "P" who has returned home.
4. Therefore you could be required to interview several children in some cases.

## Parental Permission

In order to complete the study I would like to interview your \_\_\_\_\_ (fill in) year old son(s)/daughter(s). The same guarantees of confidentiality would be extended to him/her. I would be glad to show you the interview now if that would help you decide. Of course, I would also ask your son/daughter for his/her permission. (Show interview) If it is OK with you, I would like to make an appointment with your \_\_\_\_\_ year old to see if I may interview him/her and, (fill in) if he/she agrees, conduct the interview. When would be a good time for me to come by when both you and your child would be home? (Parent must be home.)

Parental Permission

Yes \_\_\_\_\_

No \_\_\_\_\_

## Appointment

Month \_\_\_\_\_

Day \_\_\_\_\_

Time \_\_\_\_\_

Administered

1.

Yes \_\_\_\_\_ No \_\_\_\_\_

2.

Yes \_\_\_\_\_ No \_\_\_\_\_

3.

Yes \_\_\_\_\_ No \_\_\_\_\_

4.

Yes \_\_\_\_\_ No \_\_\_\_\_

CONFIDENTIALReinterview  
Number \_\_\_\_\_Interview  
Number \_\_\_\_\_  
(same as parent)DHEW YOUTH SURVEY

I certify that this interview has  
been conducted according to all pre-  
scribed procedures and is to the best  
of my knowledge, entirely accurate.

Respondent's Age \_\_\_\_\_  
Respondent's Sex \_\_\_\_\_  
Interviewer Name \_\_\_\_\_  
Interviewer Number \_\_\_\_\_

(Interviewer's name) \_\_\_\_\_

Introduction

Let me explain what this is all about. My name is \_\_\_\_\_.

The interview contains a variety of questions about a number of different things  
in a young person's life. We ask you to be as thoughtful and as honest as you  
can in answering the questions, even the ones you may consider highly personal.  
Only by your being frank and open will your answers contribute to valid,  
scientific knowledge about American families and American youth.

None of the questions has right or wrong or good or bad answers; this is not  
a test. The answer to give is the one that shows best how you feel and what you think.

Your answers are completely confidential. No one outside our research group  
will ever be permitted to see them. We emphasize this commitment to safeguarding  
your personal privacy so you will feel free to answer the questions truthfully.  
Your parents will not be allowed to see your answers.

Would you be willing to participate? Yes \_\_\_\_\_ No \_\_\_\_\_

(Ask adult to leave if he/she has not already done so. Explain that his/  
her presence might greatly influence the responses. We would like to know just  
what the child thinks. The interview is invalid if the parent is present.)

Let's begin. First I would like to ask you some things about school.

4. Are you now attending school? Yes \_\_\_ No \_\_\_

(if yes, skip to number 1)

(if no) Why not? Graduated \_\_\_ Dropped out \_\_\_ Expelled \_\_\_

How long ago? Years \_\_\_ Months \_\_\_ Weeks \_\_\_

(if respondent is not enrolled in school, ask him to answer these questions about school for the time when he was in school.)

1. What is the average grade that you made in English courses during the last two years? (If the school does not use letter grades, ask them to estimate as closely as possible.)

- |                            |                                      |
|----------------------------|--------------------------------------|
| A. Failed                  | D. B (either B-, B, or B+)           |
| B. D (either D-, D, or D+) | E. A (either A-, A, or A+)           |
| C. C (either C-, C, or C+) | F. Haven't taken any English courses |
| G. Don't know              |                                      |

2. What is your grade average for all school subjects for the last two years?

- |                            |                            |
|----------------------------|----------------------------|
| A. Failed                  | D. B (either B-, B, or B+) |
| B. D (either D-, D, or D+) | E. A (either A-, A, or A+) |
| C. C (either C-, C, or C+) | F. Don't know              |

3. What ability group or track are you in in English class?

- |                               |  |
|-------------------------------|--|
| A. The highest group or track | D. The school does not have ability groups or tracks |
| B. The middle group           | E. Don't know  |
| C. The lower group            |  |

4. Have you ever repeated any courses or grades?

- |          |                        |
|----------|------------------------|
| A. Never | D. Three or more times |
| B. Once  | E. Don't know          |
| C. Twice |                        |

5. On the average how much time do you spend each week in school activities other than classwork?

A. None

D. 4 to 6 hours

B. 1/2 to 1 hour

E. 7 or more hours

C. 2 to 3 hours

F. Don't know

6. What are these activities? (list all)

7. Suppose this circle represents the activities which go on at your school. How far out from the center of things do you think you are?

A. 1

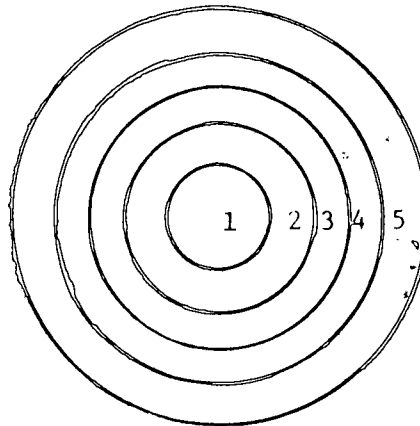
B. 2

C. 3

D. 4

E. 5

F. Don't know



RESPONSE CATEGORY 1

8. Where would you like to be?

A. 1

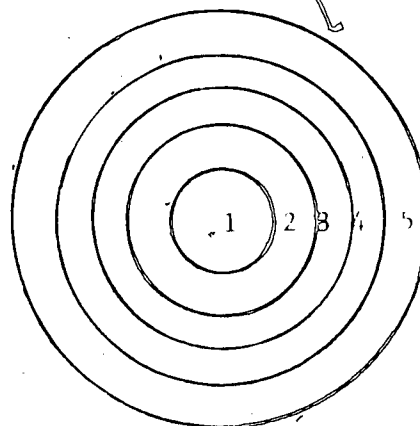
B. 2

C. 3

D. 4

E. 5

F. Don't know



9 (Disj.)

Think about your relationship with most of your teachers at school. If I were to ask your teachers about you, how do you think they would describe you on each of these pairs of words? The first words are troublesome or cooperative.

For example, if you think they see you as very troublesome, you would say 1. If you think they see you as very cooperative you would say 7. If they see you as somewhat cooperative or cooperative most of the time but not all the time, you might say 5 or 6.

RESPONSE CATEGORY 2
---------------------

- |         |                             |   |   |   |   |   |   |   |                             |
|---------|-----------------------------|---|---|---|---|---|---|---|-----------------------------|
| ___ 10. | Troublesome                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Cooperative                 |
| ___ 11. | Good                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Bad                         |
| ___ 12. | Deviant<br>(breaks rules)   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Conforming<br>(obeys rules) |
| ___ 13. | Disobedient                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Obedient                    |
| ___ 14. | Rude                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Polite                      |
| ___ 15. | Law Abiding<br>(obeys laws) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Delinquent<br>(breaks laws) |
- \_\_\_ 16. Let's think for a minute about school plans. How far would you like to go in school?
- A. Quit as soon as I am legally old enough (16 years old)
  - B. Not go further than high school graduation
  - C. Go to business or trade school
  - D. Go to a university or college for a year or two
  - E. Graduate from a college or university
  - F. Don't know
- \_\_\_ 17. You may have some doubts about just how far in school you will actually go. You have just told me how far you want to go. Now, how far do you (Disi.) think you actually will go?
- A. Quit as soon as I am legally old enough (16 years old)
  - B. Not go further than high school graduation
  - C. Go to business or trade school
  - D. Go to a university or college for a year or two
  - E. Graduate from a college or university
  - F. Don't know



19. What kind of job would you like to have as an adult?

Don't know

20. What do you think are your chances of ever getting ~~that~~ kind of job?

A. Don't know

C. Fair

B. Poor

D. Good

(Again specify "when you were in school" for those not presently enrolled.)

22. If something happened and you had to stop school now, how would you feel?

A. Very happy, I would like to quit

B. I wouldn't care one way or the other

C. I would be disappointed

D. I would try hard to continue

E. I would do almost anything to stay in school

F. Don't know

23. During the last school year, did you ever stay away from school just because you didn't want to go? For how many days all together?

A. No

D. Yes, for 7 to 15 days

B. Yes, 1 or 2 days

E. Yes, for 16 or more days

C. Yes, for 3 to 6 days

F. Don't know

24. How good a student do you want to be in school?

A. One of the best students in my class

B. Above the middle of my class

C. In the middle of my class

D. Just good enough to get by

E. I don't care

F. Don't know

25. How important is it to you personally to get good grades?

- |   |                           |
|---|---------------------------|
| A. Very important                       | D. Not very important     |
| B. Somewhat important                   | E. Completely unimportant |
| C. Neither important<br>nor unimportant | F. Don't know             |

26. Do you care what teachers think of you?

- |                                  |                           |
|----------------------------------|---------------------------|
| A. I care very much              | D. I don't care very much |
| B. I care somewhat               | E. I don't care at all    |
| C. I neither care nor don't care | F. Don't care             |

27. In general do you like or dislike school?

- |  |                              |
|--|------------------------------|
| A. I like it very much                 | D. I don't like it very much |
| B. I like it somewhat                  | E. I don't like it at all    |
| C. I neither like it nor<br>dislike it | F. Don't know                |

28. On the average, how much time do you spend doing homework outside of school?

- |                             |                              |
|-----------------------------|------------------------------|
| A. None, or almost none     | D. About two hours a day     |
| B. About half an hour a day | E. More than two hours a day |
| C. About one hour a day     | F. Don't know                |

29. During the last school year have you ever cut classes just because you wanted to?

- |                      |                          |
|----------------------|--------------------------|
| A. No                | D. Yes, 7 to 15 times    |
| B. Yes, 1 or 2 times | E. Yes, 16 times or more |
| C. Yes, 3 to 6 times | F. Don't know            |

Now I would like to ask you about your friends.

30. How many close friends do you have?

- |               |               |
|---------------|---------------|
| A. None       | D. 6 to 10    |
| B. 1 or 2     | E. 11 to 15   |
| C. 3 to 5     | F. 16 or more |
| G. Don't know |               |

31. Not counting time in school, how much time do you spend each day with your friends on the average?

RESPONSE CATEGORY 3

- |                             |                              |
|-----------------------------|------------------------------|
| A. Almost no time           | D. About two hours a day     |
| B. About half an hour a day | E. Three or more hours a day |
| C. About one hour a day     | F. Don't know                |

32. On the average how much time do you spend each day doing things with your father and mother?

- |                             |                              |
|-----------------------------|------------------------------|
| A. Almost no time           | D. About two hours a day     |
| B. About half an hour a day | E. Three or more hours a day |
| C. About one hour a day     | F. Don't know                |

33. On the average how much time each day do you spend all by yourself?

- |                             |                              |
|-----------------------------|------------------------------|
| A. Almost no time           | D. About two hours a day     |
| B. About half an hour a day | E. Three or more hours a day |
| C. About one hour a day     | F. Don't know                |

34. How much would you like to be the kind of person your best friends are?

- |                 |                       |
|-----------------|-----------------------|
| A. In every way | D. In just a few ways |
| B. In most ways | E. Not at all         |
| C. In some ways | F. Don't know         |

35. If you found that your friends were leading you into trouble would you still run around with them?

- A. Yes, I'm sure I would
- B. Yes, I probably would
- C. Maybe I would and maybe I wouldn't
- D. No, probably, I wouldn't
- E. No, I'm sure I wouldn't
- F. Don't know

The next questions are about the kids you hang around with. I will read a statement then you tell me whether it is always true for your group, true most of the time, some of the time, seldom or never true. ("Group" means the kids you hang around with.)

A. B. C. D. E.

RESPONSE CATEGORY 4

Don't Know Always the Time the Time Seldom Never

36. The kids in my group would think less of me if I were to get in trouble with the law.

37. Getting into trouble in my group is a way of gaining respect.

38. The members of my group feel that laws are good and should be obeyed.

39. The kids in my group get into trouble at home, in school, and in the community.

40. Kids that get into trouble a lot feel very uncomfortable in my group.

41. When I choose a group of friends, I choose kids that are not afraid to have a little fun even if it means breaking the law.

42. Kids who get into trouble with the law are "put down" in my group.

43. If you haven't gotten into some kind of trouble the kids in my group think you are chicken or something.

Don't Know	Always	the Time	the Time	Seldom	Never
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Recent studies suggest that everyone breaks some rules and regulations during his or her lifetime. Some break them regularly, others infrequently. Some are more serious and others are less serious. There are a number of rules and laws which typically apply to youth. I will read each of these things, then you tell me the answer you think best describes the activities of your friends (the kids you hang around with) in the last two months. Remember, I just want to know about the last two months.

RESPONSE CATEGORY 5
---------------------

	A.	B..	C.	D.	
	Don't Know	Very Often	Several Times	Once or Twice	Never

- |     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 44. | Given a teacher a fake excuse for being absent.                     |  |  |  |  |
| 45. | Taken little things (worth \$5 or less) that didn't belong to them. |  |  |  |  |
| 46. | Broken into a place that is locked just to look around.             |  |  |  |  |
| 47. | Taken a car for a drive without the owner's permission.             |  |  |  |  |
| 48. | Taken something from a kid's locker without asking him.             |  |  |  |  |
| 49. | Damaged public or private property just for fun.                    |  |  |  |  |
| 50. | Beat up on other kids or adults just for the heck of it.            |  |  |  |  |
| 51. | Participated in gang fights.  |  |  |  |  |
| 52. | Taken something worth \$50 or more that didn't belong to them.      |  |  |  |  |
| 53. | Run away from home.   |  |  |  |  |
| 54. | Used force (strong arm methods) to get money from another person.   |  |  |  |  |
| 55. | Used marijuana.   |  |  |  |  |
| 56. | Sold marijuana.   |  |  |  |  |
| 57. | Skipped school without a legitimate excuse.                         |  |  |  |  |
| 58. | Sniffed glue or inhaled toxic fumes.                                |  |  |  |  |
| 59. | Used hard drugs.  |  |  |  |  |

A. B. C. D.  
Don't Very Several Once or  
Know Often Times Twice Never

60. Sold hard drugs. \_\_\_\_\_
61. Bought or drunk beer, wine, or liquor. \_\_\_\_\_
62. Are there any other things that friends of yours have done in the last two months that they could have gotten in trouble for if they were caught things like hitchhiking or panhandling? (Specify each activity. For each activity ask whether it occurred either Very Often, Several Times, Once or Twice.)

	A. Very Often	B. Several Times	C. Once or Twice
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now I would like to ask you some things about how your parents act toward you.  
For each activity please tell me how often they do it.

RESPONSE CATEGORY 6

A. B. C. D.  
Almost About About or  
Don't Every Once Once a a Only Once  
Know Day a Week Month Year Never

63. Say nice things about me to other people. \_\_\_\_\_
64. Are very affectionate with me. \_\_\_\_\_
65. Teach me things which I want to learn. \_\_\_\_\_
66. Help me with hobbies or handiwork. \_\_\_\_\_
67. Go on pleasant walks and outings with me. \_\_\_\_\_

A. B. C. D. Only Once  
Almost About About or Twice

Don't Every Once Once a a E.  
Know Day a Week Month Year Never

68. Enjoy talking with me. \_\_\_\_\_
69. Expect me to help around the house. \_\_\_\_\_
70. Want me to run errands. \_\_\_\_\_
71. Punish me by sending me out of the room. \_\_\_\_\_
72. Hold it before me that other children (kids) behave better than I do. \_\_\_\_\_
73. Nag me. \_\_\_\_\_
74. Scold me and yell at me. \_\_\_\_\_
75. Threaten to spank me. \_\_\_\_\_
76. Spank me. \_\_\_\_\_
77. Slap me. \_\_\_\_\_
78. Worry that I can't take care of myself. \_\_\_\_\_

Here are some more things about you and your parents. Please tell me whether

the statements are true In Every Case, In Most Cases, Sometimes, Seldom or Never.

A. B.

RESPONSE CATEGORY 7

Don't In Every In Most C. D. E.  
Know Case Cases Sometimes Seldom Never

79. I can talk with them about everything. \_\_\_\_\_
80. Comfort me and help me when I have troubles. \_\_\_\_\_
81. Are there for me when I need them. \_\_\_\_\_
82. Praise me when I have done something good. \_\_\_\_\_
83. Help me with schoolwork when I don't understand something. \_\_\_\_\_
84. Are happy when with me. \_\_\_\_\_
85. Expect me to keep my own things in order (neat). \_\_\_\_\_

	A. Don't Know	In Every Case	B. In Most Cases	C. Sometimes	D. Seldom	E. Never
86. As punishment they forbid me to play with other children. (kids)						
87. As punishment they send me to bed early.						
88. Punish me by making me do extra work.						
89. When I am bad they forbid me from doing things I especially enjoy doing.						
90. Punish me by taking my favorite things away.						
91. Come with me when I go someplace for the first time to make sure that everything goes well.						
92. Won't let me roam around because something might happen to me.						
93. Insist that I get permission before I go to a movie, a carnival or some other entertainment.						
94. Want to know exactly how I spend my money when I want to buy some little things for myself.						
95. Tell me exactly when I should come home.						
96. Insist I make a special effort in everything I do.						
97. Demand that I do better than other children.						
98. Insist that I get particularly good marks in school.						
99. Appear disappointed and sad when I misbehave.						
100. Make me feel ashamed or guilty when I misbehave.						
101. Tell me "I don't want to have any more to do with you," when I misbehave.						



		A. Don't Know	In Every Case	B. In Most Cases	C. Sometimes	D. Seldom	E. Never
102.	Are just when punishing me.	_____	_____	_____	_____	_____	_____
103.	When I must do something they explain why.	_____	_____	_____	_____	_____	_____
104.	Find it difficult to punish me.	_____	_____	_____	_____	_____	_____
105.	I can talk them into most anything.	_____	_____	_____	_____	_____	_____
106.	Let me off easy when I misbehave.	_____	_____	_____	_____	_____	_____

If your parents could change the following things about you, which of them do you think they would like to have you do more often or less often -- and which do you think they would like you to do as you do now? I will read each activity one at a time and you tell me what your parents think about it.

The first one is: Go to church or Sunday school. Do your parents think you should do this Much Less, A Little Less, As You Do Now, A Little More, or Much More than you do now?

RESPONSE CATEGORY 8

A. B. C. D. E.  
A As I, A  
Don't Much Little do Little Much  
Know Less Less Now More More

107.	Go to church or Sunday school.	_____	_____	_____	_____	_____
108.	Stay out late at night.	_____	_____	_____	_____	_____
109.	Go along with fads; for example, rock and roll, hot rods, etc.	_____	_____	_____	_____	_____
110.	Stand up for myself.	_____	_____	_____	_____	_____
111.	Stick up for other people's rights.	_____	_____	_____	_____	_____
112.	Worry about what goes on in the world.	_____	_____	_____	_____	_____
113.	Take things seriously.	_____	_____	_____	_____	_____
114.	Take advice from other people.	_____	_____	_____	_____	_____
115.	Listen to my teachers.	_____	_____	_____	_____	_____
116.	Try to be successful.	_____	_____	_____	_____	_____
117.	Try to finish what I start.	_____	_____	_____	_____	_____

A.	B.	C.	D.	E.
Don't Know	Much Less	Little Less	do As I A Little More	Much More

118. Think about school work.

119. Help around the house.

120. Keep my own room neat.

Next I will read you some statements. Please tell me whether you agree or disagree with each of them. The first one is "I try to keep boys and girls away from my home because it's not as nice as theirs." Do you Strongly Agree, Agree Somewhat, Neither Agree Nor Disagree, Disagree Somewhat, or Strongly Disagree with this statement?

RESPONSE CATEGORY 9

A.	B.	C.	D.	E.
Don't Know	Strongly Agree	Agree Somewhat	Agree nor Disagree Somewhat	Disagree Strongly

121. I try to keep boys and girls away from my home because it's not as nice as theirs.

How about:

122. I like one of my parents more than the other.

123. I am sorry to live in the place I do.

124. I often wish I had some other parents.

125. I dislike many of the people near my home.

126. I am unhappy because my parents do not care about the things I like.

127. My folks do not seem to think I am doing well.

Here are some more statements. For each thing please tell me whether it Always happens, or happens Most of the Time, About half of the Time, Seldom happens, or Never happens.

RESPONSE CATEGORY 10

B. C.  
Most About  
A. of Half D. E.  
Don't the of the  
Know Always Time Time Seldom Never

- |      |  |  |  |  |  |  |
|------|--|--|--|--|--|--|
| 128. | My parents would help me if I were to get into serious trouble.                            |  |  |  |  |  |
| 129. | My parents find fault with me even when I don't deserve it.                                |  |  |  |  |  |
| 130. | My parents really care about me.   |  |  |  |  |  |
| 131. | My parents are dissatisfied with the things I do.  |  |  |  |  |  |
| 132. | My parents blame me for all their problems.  |  |  |  |  |  |
| 133. | When something happens at home I get blamed for it even when it's not my fault.            |  |  |  |  |  |
| 134. | My parents treat me better than they do my brothers and sisters.                           |  |  |  |  |  |
| 135. | I get in trouble for everything that happens in our family.                                |  |  |  |  |  |
| 136. | I'm sort of special to my parents.   |  |  |  |  |  |
| 137. | I'm treated worse than anyone else in my family.   |  |  |  |  |  |
| 138. | My parents let me get away with more things than my brothers and sisters.                  |  |  |  |  |  |
| 139. | My parents treat my brothers or sisters more fairly than they do me.                       |  |  |  |  |  |
| 140. | My parents seem to like me more than my brothers and sisters.                              |  |  |  |  |  |
| 141. | If my parents treated me like they treat my brothers and sisters I would be a lot happier. |  |  |  |  |  |
| 142. | My brothers and sisters would like it if my parents treated them as well as they do me.    |  |  |  |  |  |

RESPONSE CATEGORY 11

143. How often do your parents argue with each other?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

144. How often do your parents get really angry with each other?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

145. How often do your parents have really serious fights?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

146. When your parents fight, how often does it get physical?

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| A. Once a day                   | D. Once or twice a month          |
| B. Once every two or three days | E. Once every two or three months |
| C. Once a week                  | F. Once a year or less            |

I would like you to answer each of the next questions either Yes or No.

147. Do you believe that most problems will solve themselves if you just don't fool with them? Yes \_\_\_\_\_ No \_\_\_\_\_

148. Are you often blamed for things that just aren't your fault? Yes \_\_\_\_\_ No \_\_\_\_\_

149. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? Yes \_\_\_\_\_ No \_\_\_\_\_

150. Do you feel that most of the time parents listen to what their children have to say? Yes \_\_\_\_\_ No \_\_\_\_\_

151. When you get punished does it usually seem it's for no good reason at all? Yes \_\_\_ No \_\_\_
152. Most of the time do you find it hard to change a friend's (mind) opinion? Yes \_\_\_ No \_\_\_
153. Do you feel that it's nearly impossible to change your parents' minds about anything? Yes \_\_\_ No \_\_\_
154. Do you feel that when you do something wrong there's very little (not much) you can do to make it right? Yes \_\_\_ No \_\_\_
155. Do you believe that most kids are just born good at sports? Yes \_\_\_ No \_\_\_
156. Do you feel that one of the best ways to handle most problems is just not to think about them? Yes \_\_\_ No \_\_\_
157. Do you feel that when a kid your age decides to hit you, there's little (not much) you can do to stop him or her? Yes \_\_\_ No \_\_\_
158. Have you felt that when people were mean to you it was usually for no reason at all? Yes \_\_\_ No \_\_\_
159. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? Yes \_\_\_ No \_\_\_
160. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? Yes \_\_\_ No \_\_\_
161. Most of the time do you find it useless to try to get your own way at home? Yes \_\_\_ No \_\_\_
162. Do you feel that when somebody your age wants to be your enemy there's little (not much) you can do to change matters? Yes \_\_\_ No \_\_\_
163. Do you usually feel that you have little to say about what you get to eat at home? Yes \_\_\_ No \_\_\_
164. Do you feel that when someone doesn't like you there's little (not much) you can do about it? Yes \_\_\_ No \_\_\_
165. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are? Yes \_\_\_ No \_\_\_
166. Are you the kind of person who believes that planning ahead makes things turn out better? Yes \_\_\_ No \_\_\_

For each of these next statements please tell me whether you Strongly Agree, Agree, Disagree, or Strongly Disagree.

RESPONSE CATEGORY 12

Don't Strongly  
Know Agree Agree Disagree Disagree

- |      |  | A.         | B.             | C.       | D.                |
|------|--|------------|----------------|----------|-------------------|
|      |  | Don't Know | Strongly Agree | Agree    | Disagree          |
|      |  |            |                | Disagree | Strongly Disagree |
| 167. | I feel that I'm a person of worth, at least on an equal basis with others.                     |            |                |          |                   |
| 168. | I feel that I have a number of good qualities.   |            |                |          |                   |
| 169. | All in all, I am inclined to feel that I am a failure.   |            |                |          |                   |
| 170. | I am able to do things as well as most other people.   |            |                |          |                   |
| 171. | I feel I do not have much to be proud of.  |            |                |          |                   |
| 172. | I take a positive attitude toward myself.  |            |                |          |                   |
| 173. | On the whole, I am satisfied with myself.  |            |                |          |                   |
| 174. | I wish I could have more respect for myself.   |            |                |          |                   |
| 175. | I certainly feel useless at times.   |            |                |          |                   |
| 176. | At times I think I am no good at all.  |            |                |          |                   |
| 177. | It is sometimes necessary to lie on a job application to get the job you want.                 |            |                |          |                   |
| 178. | If one wants to get good grades in school, he will have to cheat sometimes.                    |            |                |          |                   |
| 179. | It's OK to lie if you are protecting a friend in trouble.                                      |            |                |          |                   |
| 180. | One can make it in school without having to cheat on exams.                                    |            |                |          |                   |
| 181. | One should always tell the truth, regardless of what one's friends think of him.               |            |                |          |                   |
| 182. | If one wants to have nice things, he has to be willing to break the rules or laws to get them. |            |                |          |                   |

For these next statements just tell me whether you Agree or Disagree.

A.	B.
<u>Agree</u>	<u>Disagree</u>

- |   |   |
|---|---|
| <p>183. With everything so uncertain these days, it almost seems as though anything could happen.</p> <p>184. What is lacking (missing) in the world today is the old kind of friendship that lasted for a lifetime.</p> <p>185. With everything in such a state of disorder, it's hard for a person to know where he stands from one day to the next.</p> <p>186. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.</p> <p>187. I often feel that many things our parents stood for (believe in) are just going to ruin before our eyes.</p> <p>188. The trouble with the world today is that most people don't believe in anything.</p> <p>189. I often feel awkward and out of place.</p> <p>190. People were better off in the old days when everyone knew just how he was expected to act.</p> <p>191. It seems to me that other people find it easier to decide what is right than I do.</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|

You have already told me about some of the things your friends do. I'm going to read you that list of things again. This time tell me how often you have done each of these things in the last two months. Remember your parents will never see your answers.

RESPONSE CATEGORY 5

A.	B.	C.	D.
<u>Very</u>	<u>Several</u>	<u>Once or</u>	<u>Never</u>
<u>Often</u>	<u>Times</u>	<u>Twice</u>	<u>Never</u>

- |   |              |
|---|--------------|
| <p>192. Given the teacher a fake excuse for being absent.</p> | <p>_____</p> |
|---|--------------|

How often have you done this in the last two months?

- |  |  |
|--|--|
| <p>193. Taken little things (worth \$5 or less) that didn't belong to you.</p> <p>194. Broken into a place that is locked just to look around.</p> <p>195. Taken a car for a drive without the owner's permission.</p> | <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

A.	B.	C.	D.
<u>Very</u>	<u>Several</u>	<u>Once or</u>	<u>Never</u>
<u>Often</u>	<u>Times</u>	<u>Twice</u>	

196. Taken something from a kid's locker without asking him.
197. Damaged public or private property just for fun.
198. Beat up on other kids or adults just for the heck of it.
199. Participated in gang fights.
200. Taken something worth \$50 or more that didn't belong to you.
201. Used force (strong arm methods) to get money from another person.
202. Used marijuana.
203. Sold marijuana.
204. Skipped school without a legitimate excuse.
205. Sniffed glue or inhaled toxic fumes.
206. Used hard drugs.
207. Sold hard drugs.
208. Bought or drunk beer, wine, or liquor.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



209. Are there any other things that you have done in the last two months that you could have gotten in trouble for if you were caught—like hitchhiking or panhandling? (Specify each activity. For each activity mentioned ask whether it occurred Very Often, Several Times, or Once or Twice.)

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

210. Has either of your parents ever beaten you really hard?

Yes \_\_\_\_\_ No \_\_\_\_\_

211. Have you ever been beaten by either of your parents so badly that it made you sick? Yes \_\_\_\_\_ No \_\_\_\_\_

212. Have you ever received marks or bruises from beating given by either of your parents? Yes \_\_\_\_\_ No \_\_\_\_\_

Youth Episode

1. A. During the last year, have you been gone from home without your parents' permission or consent? Yes \_\_\_\_\_ No \_\_\_\_\_

B. (if no) It is correct then that during the last year you have not been gone from home without your parents' permission? Yes \_\_\_\_\_ No \_\_\_\_\_

C. What about your brothers or sisters? Have any of them been gone from home without your parents' permission or consent in the last year?

Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) How many brothers/sisters have been gone how many times?

	<u>Age</u>	<u>Sex</u>	<u># of times</u>	<u>Duration of Longest time</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

D. During the last year, did you move out of your home, even for a short time? Yes \_\_\_\_\_ No \_\_\_\_\_

(if yes) Where did you go?

a. School

b. Camp

c. Institutions

d. Relative

e. Friend

f. Other parent

g. Other (specify) \_\_\_\_\_

E. How about your brothers or sisters? Did any of them move out of the house during the last year? Yes \_\_\_\_\_ No \_\_\_\_\_

1. (con't)

(if yes) Which ones?

Where did they go? (use categories from 1 D)

	<u>Age</u>	<u>Sex</u>	<u>Location outside home</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

(if answer to 1A is yes or 1B is no, go to item 2)

(if answer to 1D is yes and child was not under adult supervision while away from home, ask starred items: 3, 4, 6, 8, 9, 11-16, 18, 19, 22, 24-27 and indicate answers under "most recent" headings.)

(if answer to 1A is no and 1B is yes, terminate interview)

Now I would like to ask you some questions about the occasions when you were gone from home.

2. How many times in the last year have you been gone without your parents' permission? \_\_\_\_\_

(if more than two) Let's take the first time in the last year and the last or most recent time in the last year.

(Starting with the most recent, deal with each episode separately starting from question 3 and ending with question 26)

REPEAT

\* 3. How long were you gone from home?

Most Recent      First

Hours	_____	_____
Days	_____	_____
Weeks	_____	_____
Months	_____	_____

\* 4. Which month did you leave home?      Most Recent \_\_\_\_\_      First \_\_\_\_\_

1. Jan	2. Feb	3. Mar	4. Apr	5. May	6. Jun	7. Jul
8. Aug	9. Sep	10. Oct	11. Nov	12. Dec		

5. A. (if child absent from home less than 24 hours) Were you gone overnight?

	<u>Most Recent</u>	<u>First</u>
Yes	_____	_____
No	_____	_____

B. (if gone overnight or longer) Where did you sleep most of the time while you were gone, from home?

	<u>Most Recent</u>	<u>First</u>
1. With friends	_____	_____
2. with relatives	_____	_____
3. with strangers	_____	_____
4. at a runaway house	_____	_____
5. outdoors	_____	_____
6. public facility	_____	_____
7. other (specify)	_____	_____

(check all responses indicated by respondent)

C. Did you leave with other people or by yourself?

	<u>Most Recent</u>		<u>First</u>	
Self	_____		_____	
Relatives	_____	M F B	_____	M F B
Brothers or Sisters	_____	M F B	_____	M F B
Friends	_____	M F B	_____	M F B
Other	_____	M F B	_____	M F B

(if with others) °

How many?

\*6. Did your parents report you missing?

	<u>Most Recent</u>	<u>First</u>
Yes	_____	_____
No	_____	_____

6. (con't) (if yes) To whom did they report you? Most Recent First

1. Friend \_\_\_\_\_
2. Police \_\_\_\_\_
3. Other \_\_\_\_\_  
(specify)

7. Were you running away? Most Recent First

Yes \_\_\_\_\_  
No \_\_\_\_\_

(if no) What were you doing?

Most Recent

First

_____	_____
_____	_____
_____	_____

(if no) Were you thinking about ~~running~~ away? Most Recent First

Yes \_\_\_\_\_  
No \_\_\_\_\_

\* 8. At the time you left, how long were you thinking of staying away?

Most Recent First

Hours \_\_\_\_\_  
Days \_\_\_\_\_  
Weeks \_\_\_\_\_  
Months \_\_\_\_\_  
Forever \_\_\_\_\_

Didn't think about it \_\_\_\_\_

-5-

- \* 9. Did you plan how you were going to make it on your own or was it sort of all of a sudden that you decided to leave?

	<u>Most Recent</u>	<u>First</u>
--	--------------------	--------------

Planned	_____	_____
---------	-------	-------

Sudden	_____	_____
--------	-------	-------

10. A. What did you take with you? (money (specify amount), clothes, credit cards, etc.)

<u>Most Recent</u>	<u>First</u>
--------------------	--------------

_____	_____
_____	_____
_____	_____

- B. (if you left with others) Did the people you left with take things with them that helped you? (money, credit cards, automobile, etc.)

	<u>Most Recent</u>	<u>First</u>
--	--------------------	--------------

Yes	_____	_____
-----	-------	-------

No	_____	_____
----	-------	-------

(if yes) What things? Explain.

<u>Most Recent</u>	<u>First</u>
--------------------	--------------

_____	_____
_____	_____
_____	_____

Now I'm going to ask you about some things that lead some people to leave home.

They may or may not apply to you. (on each question with a yes answer, be sure to ask if this was a longterm problem or the first big one.)

- \* 11. Did something big happen at home that made you want to leave?

	<u>Most Recent</u>	<u>First</u>
--	--------------------	--------------

Yes	_____	_____
-----	-------	-------

No	_____	_____
----	-------	-------

☆ 11. (con't) (if yes) Explain:

<u>Most Recent</u>		<u>First</u>	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____ Long Term	_____ Immediate	_____ Long Term	_____ Immediate

☆ 12. Did you have an argument with your mother or father?

	<u>Most Recent</u>	<u>First</u>
Yes	_____	_____
No	_____	_____
(if yes) Explain:		
<u>Most Recent</u>	<u>First</u>	
_____	_____	
_____	_____	
_____	_____	
_____ Long Term	_____ Immediate	_____ Long Term _____ Immediate

☆ 13. Did something happen at school that made you want to leave home?

	<u>Most Recent</u>	<u>First</u>
Yes	_____	_____
No	_____	_____
(if yes) Explain:		
<u>Most Recent</u>	<u>First</u>	
_____	_____	
_____	_____	
_____	_____	
_____ Long Term	_____ Immediate	_____ Long Term _____ Immediate

\* 14. Did something happen with the police?

Most Recent      First

Yes      \_\_\_\_\_  
No      \_\_\_\_\_

(if yes) Explain:

Most Recent

First

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ Long Term      \_\_\_\_\_ Immediate

\_\_\_\_ Long Term      \_\_\_\_\_ Immediate

\* 15. Did something happen with your friends that made you want to leave home?

Most Recent      First

Yes      \_\_\_\_\_  
No      \_\_\_\_\_

(if yes) Explain:

Most Recent

First

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ Long Term      \_\_\_\_\_ Immediate

\_\_\_\_ Long Term      \_\_\_\_\_ Immediate

\* 16. Were there any personal things that were bothering you?

Most Recent      First

Yes      \_\_\_\_\_  
No      \_\_\_\_\_

(if yes) Explain:

Most Recent

First

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

596

\_\_\_\_ Long Term      \_\_\_\_\_ Immediate

\_\_\_\_ Long Term      \_\_\_\_\_ Immediate



17. A. While you were away from home did your parents or someone find you or did you just come home on your own?

	<u>Most Recent</u>	<u>First</u>
Self	1	
Other		

(if self, go to item 19)

B. (if other) How were you located?

	<u>Most Recent</u>	<u>First</u>
1. Parents		
2. Friends/relatives		
3. Police		
4. Went to runaway house and they called parents/guardian		
5. Went to social service agency and they called parents/guardian (specify agency)		
6. Other (specify)		

C. How long was it between the time you left home and the time you were located?

	<u>Most Recent</u>	<u>First</u>
Hours		2
Days		
Weeks		
Months		

18. How far from home had you gone? (in miles or name of city)

	<u>Most Recent</u>	<u>First</u>
Miles		
City		

\* 19. How did you get there?

Most Recent

First

Plane

\_\_\_\_\_

\_\_\_\_\_

Bus

\_\_\_\_\_

\_\_\_\_\_

Train

\_\_\_\_\_

\_\_\_\_\_

Hitchhiking

\_\_\_\_\_

\_\_\_\_\_

Had a ride

\_\_\_\_\_

\_\_\_\_\_

Walked

\_\_\_\_\_

\_\_\_\_\_

Other (specify) \_\_\_\_\_

20. Here are some things which may or may not be what you were thinking when you decided to come home. You tell me whether you agree or disagree with each of them.

A. I came home because I was afraid my parents were worried.

RESPONSE CATEGORY 9

Most Recent

First

Strongly agree

\_\_\_\_\_

\_\_\_\_\_

Agree somewhat

\_\_\_\_\_

\_\_\_\_\_

Neither agree nor disagree

\_\_\_\_\_

\_\_\_\_\_

Disagree somewhat

\_\_\_\_\_

\_\_\_\_\_

Strongly disagree

\_\_\_\_\_

\_\_\_\_\_

B. I came home because I was afraid of getting into trouble.

Most Recent

First

Strongly agree

\_\_\_\_\_

\_\_\_\_\_

Agree somewhat

\_\_\_\_\_

\_\_\_\_\_

Neither agree nor disagree

\_\_\_\_\_

\_\_\_\_\_

Disagree somewhat

\_\_\_\_\_

\_\_\_\_\_

Strongly disagree

\_\_\_\_\_

\_\_\_\_\_

C. Trying to make it on your own is too hard.

	<u>Most Recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

D. I was afraid.

	<u>Most Recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

E. I had no place to go.

	<u>Most Recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

F. I ran out of money.

	<u>Most Recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

G. I wasn't angry any more.

Most Recent

First

Strongly agree

\_\_\_\_\_

\_\_\_\_\_

Agree somewhat

\_\_\_\_\_

\_\_\_\_\_

Neither agree nor disagree

\_\_\_\_\_

\_\_\_\_\_

Disagree somewhat

\_\_\_\_\_

\_\_\_\_\_

Strongly disagree

\_\_\_\_\_

\_\_\_\_\_

H. I came home because I was afraid what other people would think.

Most Recent

First

Strongly agree

\_\_\_\_\_

\_\_\_\_\_

Agree somewhat

\_\_\_\_\_

\_\_\_\_\_

Neither agree nor disagree

\_\_\_\_\_

\_\_\_\_\_

Disagree somewhat

\_\_\_\_\_

\_\_\_\_\_

Strongly disagree

\_\_\_\_\_

\_\_\_\_\_

I. I came home because I finished what I wanted to do.

Most Recent

First

Strongly agree

\_\_\_\_\_

\_\_\_\_\_

Agree somewhat

\_\_\_\_\_

\_\_\_\_\_

Neither agree nor disagree

\_\_\_\_\_

\_\_\_\_\_

Disagree somewhat

\_\_\_\_\_

\_\_\_\_\_

Strongly disagree

\_\_\_\_\_

\_\_\_\_\_

J. I came home because I missed my friends.

Most Recent

First

Strongly agree

\_\_\_\_\_

\_\_\_\_\_

Agree somewhat

\_\_\_\_\_

\_\_\_\_\_

Neither agree nor disagree

\_\_\_\_\_

\_\_\_\_\_

Disagree somewhat

\_\_\_\_\_

\_\_\_\_\_

Strongly disagree

\_\_\_\_\_

\_\_\_\_\_

K. I came home because I missed my parents.

	<u>Most recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

L. I came home because the police caught me.

	<u>Most recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

M. I came home because a group, agency, or official person persuaded me to.

	<u>Most recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

N. I came home because I missed school.

	<u>Most recent</u>	<u>First</u>
Strongly agree	_____	_____
Agree somewhat	_____	_____
Neither agree nor disagree	_____	_____
Disagree somewhat	_____	_____
Strongly disagree	_____	_____

21. A. When you left home did you have any idea where you would go?

Most Recent

First

Yes

No

B. (if yes) Where did you plan to go?

Most Recent

First

C. Why?

D. How did you hear about this place?

\* 22. Where did you end up going?

Most Recent

First

Why?

23. Did you return home voluntarily?

Most Recent

First

Voluntarily

Not voluntarily

Explain:

Most Recent

First

\* 24. While you were gone did you have any contact with the police?

Most Recent

First

Yes

No

(if yes) Explain:

Most Recent

First

\* 25. A. Were you picked up by the police?

Most Recent

First

Yes

No

B. Arrested?

Yes

No

(if yes) What were you charged with?

C. Did you have to go to court?

Most Recent

First

Yes

No

(If more than one runaway episode) Let's take the first time this year you left home (Go back to item 3 and repeat items 3-26.)

- \* 26. Thinking back on your experiences while you were away from home, would you say they were very good, good, neither really good nor really bad, bad, or very bad?

A. Very good

D. Bad

B. Good

E. Very Bad

C. Neither good nor bad

Probe for what child did and why experiences were good or bad. \_\_\_\_\_

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- \* 27. Do you think you might leave home again? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you think it is very likely, somewhat likely, neither especially likely nor especially unlikely, not very likely, not likely at all that you will leave home again?

A. Very likely

C. Neither especially likely nor especially unlikely

B. Somewhat likely

D. Not very likely

E. Not very likely at all



CHILD SERVICES

This section of the questionnaire concerns services or help that you may have obtained or that you wished were available either before, during, or after the time(s) you were away from home. This information will help people who want to make these services available to kids. In the last section I asked you only about things that happened in the last year. Now I would like to ask you about the very first time you left home ever and about the most recent or last time.

REPEAT

1. A. Before you left home (the very first time), did you seek help or assistance from some person or some agency like a friend, a social service agency, rap<sup>2</sup>-line, runaway house, police, church, and so on?

	<u>First Ever</u>	<u>Most Recent</u>
Yes	_____	_____
No	_____	_____

(if no, go to 1E)

- B. (if yes) From whom did you seek help?

(read response categories, check those categories indicated by respondent)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway houses	_____	_____
6. Social Service Agency (specify)	_____	_____
7. Other (specify)	_____	_____

C. Why did you seek help from \_\_\_\_\_? (fill in blank with the categories checked in 1B. Ask question for each category)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Service Agency	_____	_____
7. Other	_____	_____

D. How helpful was this contact with \_\_\_\_\_? (fill in blank with categories checked in 1B, ask item for each category, and use codes a-e below)

RESPONSE CATEGORY 13

- a. very helpful
- b. somewhat helpful
- c. not especially helpful
- d. not helpful
- e. not helpful at all

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway House	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

E. Were there other services that you would like to have been available at this time? What were they? (specify)

First Ever

Most Recent

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2. A. I just asked you about what happened before you left. Now, while you were gone from home did you seek help or assistance from some person or agency?

First Ever Most Recent

Yes

---

No

---

(if no, go to 2E)

B. (if yes) From whom did you seek help? (Read response categories, check those categories indicated by respondent)

First Ever Most Recent

1. Relative/friend

---

2. Police

---

3. School staff

---

4. Minister/Rabbi/Priest

---

5. Runaway house

---

6. Social Service  
Agency (specify)

---

7. Other (specify)

---

C. Why did you seek help from \_\_\_\_\_? (fill in blank with the categories checked in 1B. Ask question for each category)

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway house	_____	_____
6. Social Serv. Agency	_____	_____
7. Other	_____	_____

D. How helpful was the contact with \_\_\_\_\_? (fill in blank with categories checked in 2B, ask item for each category, and use codes a-e below)

RESPONSE CATEGORY 13

- a. very helpful                      d. not helpful  
b. somewhat helpful                e. not helpful at all  
c. not especially helpful

	<u>First Ever</u>	<u>Most Recent</u>
1. Relative/friend	_____	_____
2. Police	_____	_____
3. School staff	_____	_____
4. Minister/Rabbi/Priest	_____	_____
5. Runaway House	_____	_____
6. Social Service Agency	_____	_____
7. Other _____	_____	_____

E. Were there other services that you would like to have been available at this time? What were they? (specify)

<u>First Ever</u>	<u>Most Recent</u>
_____	_____
_____	_____
_____	_____

3. A. You have told me about things that happened before you left and while you were away. After you returned home did you seek help or assistance from some person or agency?

First Ever      Most Recent

Yes

\_\_\_\_\_

\_\_\_\_\_

No

\_\_\_\_\_

\_\_\_\_\_

(if no, go to 3E)

- B. (if yes) From whom did you seek help? (Read response categories--check all responses indicated by respondent)

First Ever      Most Recent

1. Relative/friend

\_\_\_\_\_

\_\_\_\_\_

2. Police

\_\_\_\_\_

\_\_\_\_\_

3. School staff

\_\_\_\_\_

\_\_\_\_\_

4. Minister/Rabbi/Priest

\_\_\_\_\_

\_\_\_\_\_

5. Runaway house

\_\_\_\_\_

\_\_\_\_\_

6. Social Service  
Agency (specify)

\_\_\_\_\_

\_\_\_\_\_

7. Other (specify)

\_\_\_\_\_

\_\_\_\_\_

- C. Why did you seek help from \_\_\_\_\_? (fill in blank with the categories checked in 3B. Ask question for each category)

First Ever

Most Recent

1. Relative/friend

\_\_\_\_\_

\_\_\_\_\_

2. Police

\_\_\_\_\_

\_\_\_\_\_

3. School staff

\_\_\_\_\_

\_\_\_\_\_

4. Minister/Rabbi/  
Priest

\_\_\_\_\_

\_\_\_\_\_

5. Runaway house

\_\_\_\_\_

\_\_\_\_\_

6. Social Service  
Agency

\_\_\_\_\_

\_\_\_\_\_

7. Other

\_\_\_\_\_

\_\_\_\_\_

D. How helpful was this contact with \_\_\_\_\_? (fill in blank with categories checked in 2B, ask item for each category, and use codes a-e at the left)

RESPONSE CATEGORY 13

- a. very helpful      d. not helpful  
b. somewhat helpful      e. not helpful at all  
c. not especially helpful

1. Relative/friend

2. Police

3. School staff

4. Minister/Rabbi/Priest

5. Runaway House

6. Social Service Agency

7. Other \_\_\_\_\_

First Ever

Most Recent

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

E. Were there other services that you would like to have been available at this time? What were they? (specify)

First Ever

Most Recent

_____	_____
_____	_____
_____	_____

(Repeat items 1 - 3E for the most recent episode.)

Section IV: S R D

Here is that list of activities I asked you about before. This time

I would like you to think back about the two months before you left home (for the first time ever, if more than once) and tell me how often you had done each of these

things in the two months before you left.

	A. Very Often	B. Several Times	C. Once or Twice	D. Never
--	---------------------	------------------------	------------------------	-------------

RESPONSE CATEGORY 5
---------------------

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Given the teacher a fake excuse for being absent.                  | _____ | _____ | _____ | _____ |
| 2. Taken little things (worth \$5 or less) that didn't belong to you. | _____ | _____ | _____ | _____ |
| 3. Broken into a place that is locked just to look around.            | _____ | _____ | _____ | _____ |
| 4. Taken a car for a drive without the owner's permission.            | _____ | _____ | _____ | _____ |
| 5. Taken something from a kid's locker without asking him.            | _____ | _____ | _____ | _____ |
| 6. Damaged public or private property just for fun.                   | _____ | _____ | _____ | _____ |
| 7. Beat up on other kids or adults just for the heck of it.           | _____ | _____ | _____ | _____ |
| 8. Participated in gang fights.                                       | _____ | _____ | _____ | _____ |
| 9. Taken something worth \$50 or more that didn't belong to you.      | _____ | _____ | _____ | _____ |
| 10. Used force (strong arm methods) to get money from another person. | _____ | _____ | _____ | _____ |
| 11. Used marijuana.   | _____ | _____ | _____ | _____ |
| 12. Sold marijuana.   | _____ | _____ | _____ | _____ |
| 13. Skipped school without a legitimate excuse.                       | _____ | _____ | _____ | _____ |
| 14. Sniffed glue or inhaled toxic fumes.                              | _____ | _____ | _____ | _____ |
| 15. Used hard drugs.  | _____ | _____ | _____ | _____ |
| 16. Sold hard drugs.  | _____ | _____ | _____ | _____ |
| 17. Bought or drunk beer, wine or liquor.                             | _____ | _____ | _____ | _____ |

18. Are there any other things that you have done in the two months before you left home that you could have gotten in trouble for if you were caught-- like hitchhiking or panhandling? (specify each activity. For each activity mentioned ask whether it occurred Very Often, Several Times, or Once or Twice.)

	A. Very Often	B. Several Times	C. Once or Twice
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now I would like to go through the list one more time and then we will be finished.

This time please tell me whether you did anything during the time you were away from home.

RESPONSE CATEGORY 5

	A. Very Often	B. Several Times	C. Once or Twice	D. Never
19. Taken little things (worth \$5 or less) that didn't belong to you.	_____	_____	_____	_____
20. Broken into a place that is locked just to look around.	_____	_____	_____	_____
21. Taken a car for a drive without the owner's permission.	_____	_____	_____	_____
22. Damaged public or private property just for fun.	_____	_____	_____	_____
23. Beat up on other kids or adults just for the heck of it.	_____	_____	_____	_____
24. Participated in gang fights.	_____	_____	_____	_____
25. Taken something worth \$50 or more that didn't belong to you.	_____	_____	_____	_____



		A. Very Often	B. Several Times	C. Once or Twice	D. Never
26.	Used force (strong arm methods) to get money from another person.	_____	_____	_____	_____
27.	Used marijuana.	_____	_____	_____	_____
28.	Sold marijuana.	_____	_____	_____	_____
29.	Skipped school without a legitimate excuse.	_____	_____	_____	_____
30.	Sniffed glue or inhaled toxic fumes.	_____	_____	_____	_____
31.	Used hard drugs.	_____	_____	_____	_____
32.	Sold hard drugs.	_____	_____	_____	_____
33.	Bought or drunk beer, wine or liquor.	_____	_____	_____	_____

34. Are there any other things that you could have gotten in trouble for if you were caught--like hitchhiking or panhandling? (specify each activity.

For each activity ask whether it occurred Very Often, Several Times, or Once or Twice.)

	A. Very Often	B. Several Times	C. Once or Twice
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____